

# National Parent-Teacher

*The P.T.A.*



*Magazine*

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January 1948



*Official Magazine of the National Congress of Parents and Teachers*

# Objects OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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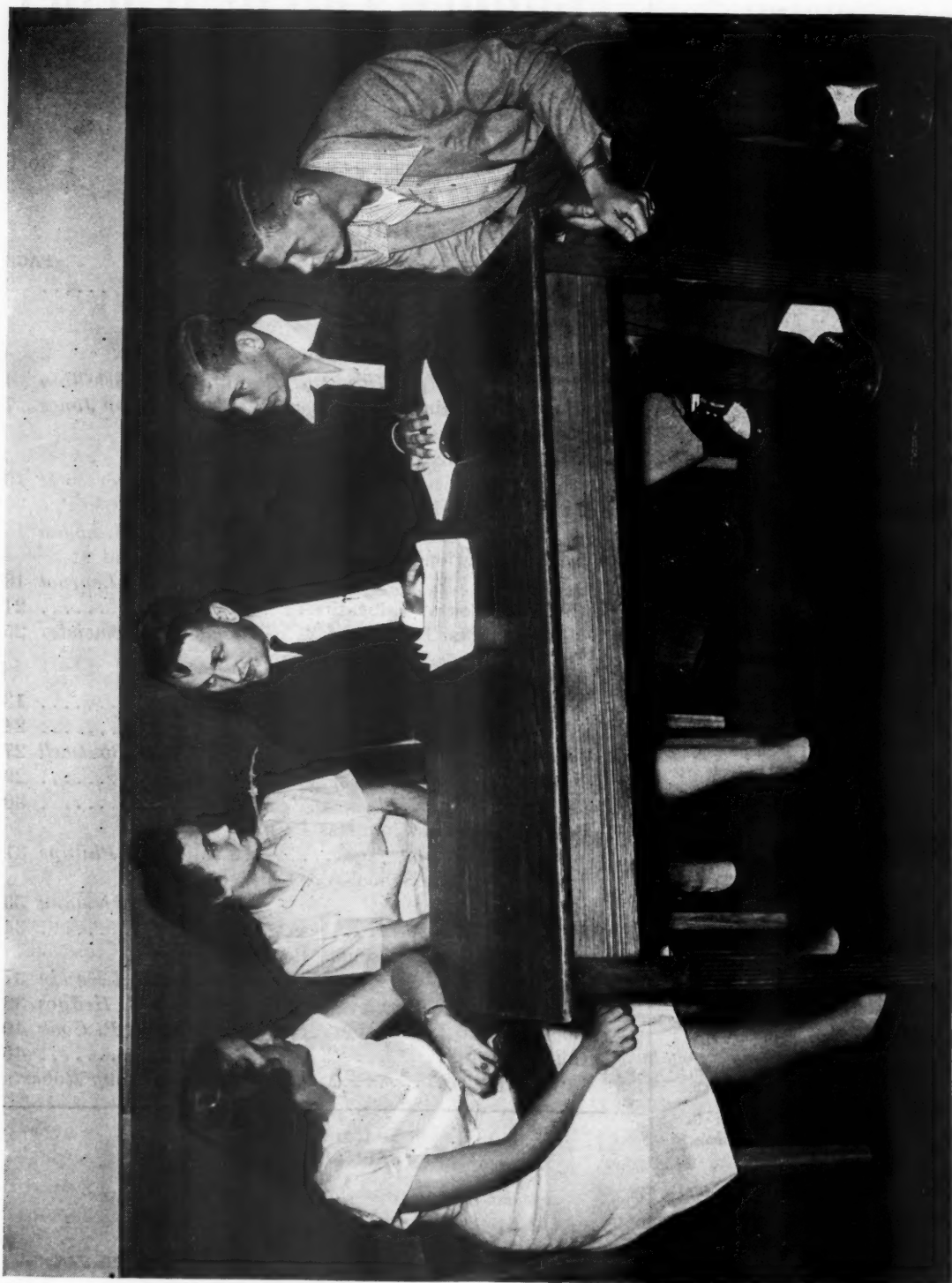
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Home-school cooperation is everybody's affair, maintains the National Congress of Parents and Teachers. This idea is constantly demonstrated at the annual Home-School Conference, which is held in the heart of the nation's capital. Here, the principal, John Aronson, at the Parent-Teacher Workshop Conference conducted last June by the Nebraska Congress of Parents and Teachers at the University of Nebraska.

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# The President's Message



## UNFINISHED TASKS

WITH the holiday season at an end, we turn our thoughts to the New Year that is being born, and to all that we hope it will bring. It is not easy to say to ourselves "This year we shall strive even harder, accomplish even more," when we have already striven so hard for what we want to accomplish. Yet this is what we *must* say, we parents and teachers who are responsible for the education, health, and morale of the generation now growing to maturity.

If we are wise we shall concentrate on what we have left unfinished in 1947. It is true that much of the work of our organization calls for continuous, long-term effort. But some of our tasks—and it is of these I am thinking—can and must be finished in the year that lies ahead.

Let's begin with federal aid for education, which has been on our agenda for a good many years now. Indeed it was in 1904 that we first began our long, uphill struggle to procure federal funds for our public schools. Thus far we have not succeeded—and this despite the fact that every thoughtful American today realizes that millions of children are being cheated of equal educational opportunity simply because they happen to have been born in a poor state rather than a prosperous one. Surely, too, it has become obvious to every thinking person that the only way to right this wrong is through aid from the federal government. What is it, then, that has delayed the passage of a bill that will provide an adequate public schooling for every American child?

The chief arguments against federal aid seem to be two: the fear of federal control and the perplexity about whether federal funds should be made available to all schools or only to public, tax-supported schools. The first argument can best be answered by pointing out that federal aid is not something new and untested, for government funds have been used to assist the public schools—especially in agricultural and vocational programs—since 1785. In all these years the federal government has neither dictated local educational policies nor invaded local rights.

As for the second argument, having to do with the use of federal funds for nonpublic schools, it is essential for us to clarify our minds before we can hope to crystallize public opinion on this issue. The important principle that must not be lost sight of is that tax money is for public ends. At a time when all our basic principles are being tested, it is imperative that we do not sacrifice this one, even to gain immediate and greatly needed advantages for our children. In other words, to give our children better schools at the cost of giving them a less democratic society would be to take away from them the greater good for the sake of the smaller one.

In this, as in everything else that concerns the welfare of the child, it is chiefly to the P.T.A. that the nation looks for the answer. Accordingly, five million parents and teachers have an unparalleled chance to serve their country by finishing the task begun so long ago. If we move forward this year, with all the strength of united purpose, concerted action, and invincible determination, we cannot fail to pass a federal aid bill that will be consistent with the ideals to which we must hold fast. And when this bill becomes law, we shall at last be able to fulfill our dream of an America in which no child is denied his educational advantages.

*Mabel W. Hughes*

*President, National Congress of Parents and Teachers*

# THE KISS A

EVELYN MILLIS DUVAL

and

MARTHA SCHILLING



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**I**T'S Friday night—date night. In the Spencer household, as in homes all over America, a sudden quiet is settling down. Dad sinks into his easy chair and reaches for the evening paper. Mother picks up her mending. The kids are off to a high school dance.

Mr. Spencer stirs uneasily in his chair, vaguely aware that something is disturbing him. The clock on the mantel, ordinarily seen but not heard, has suddenly come alive in the unaccustomed stillness, counting the minutes with a monotonous tick-tock, tick-tock, that drives him at last to speak his mind.

"I don't know why you told Jane that one o'clock would be early enough, Harriet! The dance is over at twelve. What'll she be doing in that hour? She's only fifteen. It's her first real date, and there's no sense in letting her tear around at all hours this early in the game!"

Mrs. Spencer is calm.

"Oh, I'm sure it's all right, Fred. Joanne Bates has invited a few of the youngsters over for sandwiches. They always have to do *something* after a party to wind up the evening."

And then, thoughtfully: "That's odd, though, your worrying about Jane. I was just thinking about Bob—and Nancy Harris. Do you really think it was wise to tell him to use his own judgment about going steady with her? Seventeen is

pretty young to be thinking about settling down to one girl! She's nice, of course, but have you ever noticed how she hangs on his arm? And sometimes I can't help wondering how much goes on in the car when they're alone."

"That's another thing, Harriet. Won't Larry Andrews be driving Jane home alone? What will she do if he tries to kiss her? I think she's too young to have to handle such situations. Don't you?"

For the better part of the evening Fred and Harriet Spencer face the questions that the parents of all teen-agers must face. How can you help your bashful son overcome his reticence and gain



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# S AND THE QUANDARY

**D**ATING is, beyond a doubt, the big business of teen-age youth. It calls for large-scale investment of time, thought, and emotional energy—which many parents deplore. But a glance at the prospective profits should be reassuring. Guided by this article, fathers and mothers will not only view the enterprise with tolerance but take out as many shares as their faith in the young daters may permit. For they know homemaking is big business, too!



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enough self-confidence to ask a girl for a date? How can you help your daughter recognize the limits of safety? What is the mature view of going steady, and at what age does it become permissible?

## Successful Dating

**I**N dating, as in other areas of modern living, nothing succeeds like success. For high school girls or boys who have weathered the storms of earlier adolescence, who have graduated from the kissing-game phase, who have associated freely with their gang and arrived at the point where pairing off seems most natural, getting a date is not a major problem. They have the feeling of being accepted, of being desirable company for their own sakes. They move smoothly into the dating period without being aware of any great change in their social behavior. They have mastered the skills of social living necessary to carry them on to the next step. But for the girl or boy who has not developed these skills the problems of dating loom ahead dishearteningly large.

Parents like the Spencers can urge their children to appreciate the importance of friendliness. For friendliness involves thinking outside yourself. If Jane goes to the dance with the sole idea of having a good time herself, if she turns down a dance with an undersized boy who takes half the evening to get up the courage to ask her, if she hogs the spotlight at Joanne's and leaves Larry to his own devices—the chances are that neither Larry nor any other boy at the party will be quick

to date her up for the next Friday night affair.

The uses of friendliness, of course, are not limited to merely getting a date. They carry over and serve as a valuable guide to conduct after the dating habit has been established. The person who has an outgoing attitude toward others, who has developed his own particular abilities so that he is an interesting companion—the person who can do things, has a running start toward answering teen-agers' most perplexing question: What about petting?

## From Kissing to Going Too Far

**T**HE Spencers' apprehension about what goes on when young people are left alone is not based totally on the fear that they might "go too far." The Spencers know that among boys and girls some expression of affection is both normal and desirable. Adults and young people agree that there is no harm in a good-night kiss between two teen-agers who like each other and have known each other long enough for a kiss to mean something more than a biological experiment. It is when lovemaking becomes too absorbing that trouble begins. For many youngsters it is a case of too much and too soon. Petting just for the thrill alone is a heady habit that pushes other concerns out of the way. The best insurance against such risks lies in keeping an enthusiastic interest in wide and varied activities. When adults help provide plenty of socially wholesome opportunities for teen-agers whom they really love and basically trust, "going too far" is rarely, if ever, a problem.

Parents can help their children to date successfully in many specific ways—by beginning early to make their children's friends welcome, seeing

**This is the fifth article in the series  
"Problems of the School-Age Child"**

that the supply of "cokes" is kept at the emergency level, reasonably lowering good housekeeping standards to cover the period of gang invasion. All these may entail some loss of privacy, but the dividends in social assurance gained by the growing-ups in the family more than offset any inconvenience suffered by the parents.

Counseling with their children offers fathers and mothers a chance to give real help in an informal, casual way. It is easy to give orders, or advice; it is easy also merely to tell the children to use their own judgment, in the mistaken belief that this will make them independent. The real need of the adolescent, however, is for the kind of guidance that is not didactic or dictatorial but enables him to use his own judgment by supplying him with a real basis for that judgment.

### What About Going Steady?

**T**AKE, for example, Bob Spencer's problem of going steady. Mr. Spencer would have been more truly helpful if he had encouraged his son to take a "let's look it over" attitude. What are the advantages of going steady? What are some disadvantages? What will it mean in the long run?

Right from the start it is easy to see that there are certain advantages in going steady. There's something warm and reassuring in belonging to one person; there's a certain sense of achievement in having a steady boy or girl friend. Sometimes it's the only way to be assured of not missing the main social events, when couples are called for. And how better can two people truly come to know each other than in varying situations over a long period of time?

The disadvantages of going steady too early are clear. The dating period is, after all, exploratory. To know and deal with differing personalities, to recognize one's own changing standard of values, to cover the field reasonably well—all take time. The young person who too soon limits his affection to one other, and confines his experience within a single association, is limiting his own growth.

### Parents Also Grow

**I**N this process of guidance, Mother and Dad usually discover that they do not know all the answers. Certainly they cannot rely very heavily on memories of their own adolescence or on their own too-personal feelings. Fortunately, professional interest and research are at their disposal for the asking. Answers to the ordinary questions are suggested in many articles and books by qualified authorities. And for the special problems, personal counseling services are becoming more widely available through churches, schools, and community agencies.

Mothers and fathers who are not afraid either of the dating process or of their teen-agers find that growth is not confined to the youngsters. Parents, too, grow in understanding and in helpfulness. They feel the satisfaction of their own increasing competence in guiding with a light touch. They discover the fulfillment that comes with being part of a cooperative process in which everybody develops. This is what makes family living so much fun and so bountifully worth while.

See outline, questions, and reading references on page 33.

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### DO YOU AGREE?

A daughter is an embarrassing and ticklish possession.—MENANDER (about 300 B.C.)

The mutual relations of the two sexes seem to us to be at least as important as the mutual relations of any two governments in the world.—THOMAS BABINGTON MACAULAY

I confess to pride in this coming generation. You are working out your own salvation; you are more in love with life; you play with fire openly, where we did in secret, and few of you are burned!

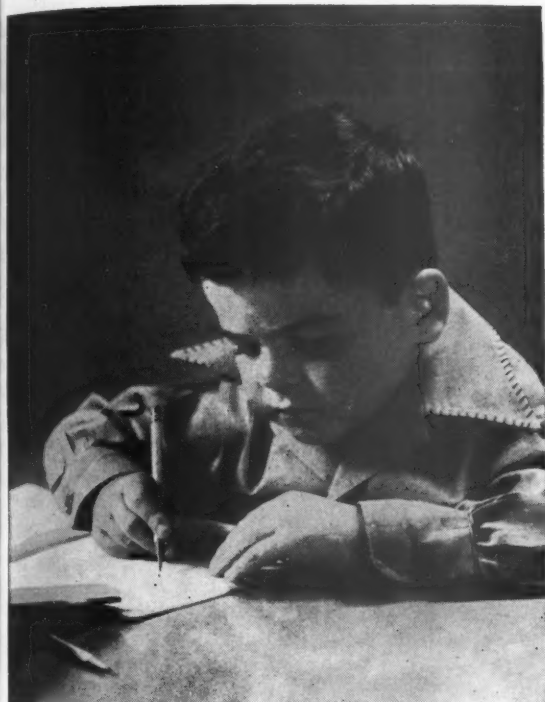
—FRANKLIN DELANO ROOSEVELT

A kiss is now attestedly a quite innocuous performance, with nothing very fearful about it one way or the other. It even has its pleasant side.—JAMES BRANCH CABELL

To be capable of steady friendship and lasting love are the two greatest proofs not only of goodness of heart but of strength of mind.—WILLIAM HAZLITT



# CHARACTER TRAINING THAT COUNTS



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This is the fifth article in the series  
"Problems of the Preschool Period"

ONE of the most complex as well as one of the deepest concerns of both parents and teachers is that of character training. What character really is and how it may best be developed are considered in this article.

VERNON JONES\*

the study of personality, he has more interest in adjustment than in the problems of moral behavior, values, or goals of achievement. But in the character development of an individual, aspiration, striving, and similar efforts of will are of first importance. A person's character is not measured by the degree of adjustment he attains but by the *kind* of adjustment he makes.

Good character, then, has in it a strong element of real creativeness, which functions over and beyond the ability to conform with accepted standards of conduct. When we begin a child's character training (and we should begin very early) we must strive on the one hand to help him live up to these standards and on the other hand to help him use his developing values and understandings creatively, as new situations arise.

## Character and Intelligence

PARENTS often ask whether there is any connection between intelligence and character. Does superior intelligence guarantee superior character? The results of many studies do not tell us that this is so. They tell us only that high intelligence may enable a child to acquire more quickly the skills and attitudes that will lead him to make the most of a wholesome environment or resist the effects of a poor one. In other words, the same factors that go with good intelligence go also with good character development.

This does not mean, however, that the bright

\*Prepared with the assistance of Bernice M. Rosen and Sonja Feingold, graduate students in the department of psychology and education, Clark University, Worcester, Massachusetts.

WHAT is character? Perhaps we can best answer this question by first asking what is the difference between character and those two other concepts with which it is often confused, morality and personality? To begin with, *morality* limits itself to conformity with existing standards. Character includes this ability but goes beyond it to a more dynamic one—the ability to develop and re-create a system of values and to direct one's behavior toward goals embodied in these values. Some of the greatest men in history have refused to conform with certain standards of their day. We know in our day that they were men of strong character who could not accept standards that conflicted with their own higher values.

On the other hand, *character* is not so broad a term as *personality*, which embraces all the qualities of an individual: his actions, his thoughts, his likes and dislikes, his social effectiveness, and so on. When a psychologist concerns himself with

child is necessarily strong in character, any more than the dull child is weak or the average child in between. Proper training will benefit them all. Each one can and should learn to choose worthwhile goals, well within his powers, and to pursue those goals to the best of his ability.

Because character is shaped by a large number of influences, there are individual differences in character development just as there are in all the other qualities that make up a human being. These differences are partly produced by a complicated network of biological factors, but they are molded and modified by the constant impact of the environment. Such fashioning of varying traits and capacities brings about what we call character.

The most important role in a child's character training, therefore, is that played by the home. During his early years his life and affections are almost completely controlled by the members of his family. When they smile upon him, all the world is bright; when they frown, all is dark. The harmony or discord that exists between his parents, their example and their teachings—these affect him profoundly long before any other forces can reach him. In short, the best way for parents to teach character is by living in the way they want their children to live.

Not only do these influences, coming too early to be counteracted, shape the child's general behavior but they determine the "set of the sail," the way in which he will conduct and control his own life. The old but persistent belief that a child will suddenly arrive at the age of discretion and moral responsibility is totally unfounded. Discretion and judgment must be built. Yet the parents of a young child are all too likely to be amused or unconcerned when he steals candy or refuses to share his toys.

"He'll outgrow it," they say. Or "He just isn't old enough to understand."

Nevertheless psychology amply proves the truth of that old Spanish proverb: "Habits are at first cobwebs, then cables." The right moment for patient guidance toward better conduct is when the faulty conduct occurs. And the earlier a child finds out what desirable behavior really is, the earlier he begins to develop a sense of values.

### Reward and Punishment

OF course, it is quite true that no very young child will be able to understand a long explanation about why he should not behave in this way or that. But long explanations are seldom necessary at this stage. Rather, a frown on Mother's face as she says simply "No, no, that's not yours" will quickly tell him that a specific act

is meeting with disapproval. Since a child's happiness depends on the approval of his parents, this emotional toning will do much to restrain undesirable conduct.

Similarly, expressions of praise and approval for desirable actions will tend to reinforce and establish good behavior. Just as the child learns step by step the names and uses of objects, so he learns to attach pleasant, positive feelings to some actions and unpleasant, negative ones to others.

Closely related to this development of likings



© Elizabeth Hale

and aversions is the matter of rewarding and punishing. Both these practices are widely used in everyday affairs, sometimes in such mild forms that parents may be unaware of using them at all. The practical problem is not which is the better method, rewarding or punishing, but when, how, and in what form each is most effective.

Rewarding a child is nearly always of more positive value than is punishing him. A reward serves the double purpose of acknowledging good behavior and showing which line of behavior, out of several different possibilities, is most desirable. Punishment, on the contrary, serves mainly to block a wrong response without indicating what the best one is.

Punishment may fail in its purpose and may be actually harmful if the child is not made to realize that he is being punished because of a particular act. Otherwise he may think it is because his parents do not love him. Since children have short memories, punishment should also be prompt; it should not be left "until Daddy comes home." Furthermore, consistency is most important. Acts that call for punishment on Monday

should not be ignored on Tuesday. Studies of child development show that when the parents are consistent in their punishment and the child understands the reason for it, he learns more quickly than when they are abruptly severe or stern.

Parents are sometimes likely to punish a child mistakenly because they interpret his behavior by adult standards. Often when a young child seems to be misrepresenting facts, he may actually be recounting an experience in his world of fantasy. It is difficult but essential for adults to recognize that the child's play world is just as real to him as the world of reality is to them.

In many, if not most, situations praise and reward seem to be of more benefit than punishment. Rewards need not be tangible things. In fact, tangible rewards are useful only if they become less and less necessary as the child grows older. The most universal and permanently valuable type of reward is that involving personal and social approval. Parents and teachers who are most successful in the character training of young children are those who know best how to show their approval through words, tone of voice, and facial expression.

### The Goal of Character Development

In every stage of character training, parents and teachers should constantly remember this all-important fact: By their specific approval or disapproval of a child's acts they are helping him to build an inner set of values or principles that he can later draw upon in new situations. A youngster who is properly taught learns that it is wrong to steal jam at home, a pencil at school, and candy in a store. But he is taught more than this. He is gradually taught to make the generalization that stealing is wrong. Thus he comes to realize that stealing jam is wrong because it is a form of dishonesty, and dishonesty is wrong because it violates the rights of others and weakens oneself. The simplest choice, therefore, is made by an individual in the light of the principles that have become basic for him.

We must realize, of course, that this ability grows slowly. With the preschool child our more immediate purpose is to instill habits of good conduct from day to day. However, in performing this necessary training, our larger challenge lies in helping the child to generalize from his specific acts. In this way character development becomes less and less a matter of following the trainer's rules and more a self-propelling process, generated by inner principle and spirit.

### Some Guides and Cautions

**E**VEN the most loving, intelligent, highly principled parent may need practical help in this years-long task of building character. The following are a few general rules that all persons who work with children and young people will do well to remember:

1. Training should be early and continuous, and it should touch upon all the main elements of good character. Though children may not understand what the principle of honesty is, in its abstract sense, even toddlers can learn that telling the truth is more important than lying without getting caught. Teachers as well as parents frequently overlook the chance to train young children in the difference between helping classmates and cheating. The child grows progressively better able to understand such distinctions as he matures, but he should be introduced to them early.

2. Emotion plays an important role in character training. This is why social approval and, eventually, self-approval are excellent means of rewarding good behavior. They are positive and pleasant emotions. We must not forget, too, that strong emotion, arising sometimes from deep, unconscious sources, may hamper a child's character training. When he is afraid or hostile for no reason that is readily apparent to us, he needs special attention and understanding.

3. The learning of a specific trait of character, such as honesty, should take place in a variety of situations that give the child many different experiences. (This is the way we all learn to generalize.) On each occasion the parent or teacher should point to the trait and explain how it was revealed. Pointing out and explaining are necessary because the child learns in such manner to understand and respect the verbal symbol "honesty" and to give it a place in his developing system of values.

Just as children learn—by this gradual, many-sided process—how to control their behavior in terms of a standard of conduct, so also they acquire the principles and ideas by which they would live their lives. As we have said before, character is far more than a matter of conduct that conforms. It is the mainspring of living that directs aspiring, creative energies into channels that lead to the richest and most satisfying of all rewards—the attainment of one's ideals.

See outline, questions, and reading references on page 37.



# THE THIRD SECURITY— *Creativeness*



© Elizabeth Hibbs



**A**MONG the many words that cry for redefinition in this baffled age, none is more important than the word *freedom*. We want to be free, we say. We want our children to be free. Yet we are often at a loss to know what this general abstract good implies when translated into a number of specific, practical goods. What do we want our children to have, exactly, because they are free? What do we want them to do? What do we want them to want?

When Lincoln warned that a nation cannot exist half slave and half free, he was talking political logic. There can be no durable unity where institutions geared to the belief that all men are created equal stand side by side with institutions geared to the belief that some men are created privileged. The two won't jibe. Using the word *freedom* as it has been honorably used by many heroes of our human race, we have spoken for freedom from outer compulsion, from the arbitrary power of overseer and overlord.

This we might call the primary freedom of man. In places where it does not exist, only the rare individual—the one who works to bring it into existence for himself and others—is likely to achieve full mental, emotional, and spiritual stature.

But here perplexity enters. For *even in places where this primary freedom exists, people often act as though they were enslaved*. They submit to tyrants that live within their own minds. They achieve as timid and absolute a conformity—through fear of their neighbors or a haunting fear that they are themselves unequal to what life demands—as ever men achieved through fear of a political or economic despot.

Psychologically speaking, a free person is one who can make some unique dent upon circumstances. He can, within the limits of the common welfare, take the initiative in situations, make value-judgments that grow out of his own sizing up of things, decide upon plans of action and carry them through to fulfillment. He can take such initiative not only without first having to go, hat in hand, to ask somebody for permission but also without being halted by his own inner fears—fear of being conspicuous, fear of being criticized, fear of failure.



BONARO W.

## OVERSTREET

### Attuned to Life

WE might say that a free person is one who does not habitually feel himself *at the mercy* of some force: of a ruler's whim, of circumstances, of his own inadequacy. His freedom is a compound product made up of rights that are properly safeguarded and of abilities that are properly cultivated. Outer security and inner security—it takes both to make any human being free enough so that he can grow, undistorted by fear and antagonism, toward the full responsibility and delight of his humanness. It is this compound kind of freedom that we want for our children.

In earlier articles we spoke of two factors that contribute to mental and emotional security: love and competence. We did not, at the time, stress the relation of these to freedom, but the linkage is clear. Freedom is a condition that allows a person to achieve a voluntary and positive involvement with life. There can be no freedom where all action is compelled action. But neither can there be significant freedom, even with compulsion removed, where there is apathy, a mere acceptance of things. The experience of love, and the capacity for love that it encourages, are potent factors in enabling a person to *go toward life*. Similarly, competence makes for freedom, makes the individual willing to take the initiative and accept the hazards it brings.

We come now to a third factor in the making of security—and of freedom. It is the factor of *creativity*. One of the most tragically mysterious facts about our culture is that so vast a percentage of our people lose their creative impulse in the process of growing up. As children they are makers; as adults they are chiefly accepters of the ready-made. It is not easy to determine just when or why the change takes place. Rather, it is as though the buoyant creativity of the child were being drained away through some slow leak in his experience.

Recent decades have been marked by a fine rebellion against this state of affairs. From nursery school to adult education center, there is a resolute effort to solve the riddle of this lost creativity. For we are beginning to realize—with an eye both on the individual's need and on the world's need—that human beings cannot fulfill their na-

**A**NOTHER ingredient is added to the making of security and of freedom. Called "creativity," this most cherished gift shows up early in life and then, unfortunately, is lost for too many of us in the process of growing up. Need this be so? Not if we follow the pertinent suggestions advanced in this article.



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ture in tired or timid passivity. If we want better lives for our children, then, we must want for them lives that are marked by a more sustained creativity.

Even the best of plans for encouraging creativity throughout childhood will prove unequal to the task of sustaining that creativity if the adults in the home are themselves passive, if by contagion they make adulthood seem a time of cautious or bored fixation within the framework of things as they are.

Parents need to do much more, on behalf of human creativity and initiative, than to show a mild or even proud interest in the picture that six-year-old David has drawn or the wagon ten-year-old Jack has put together out of odds and ends or the party favors that sixteen-year-old Helen has designed and made. In terms of the survival of the creative impulse, one-sided appreciation is not enough. It is as important for Susan to enjoy her mother's triumphant freshening of the kitchen with new paint and new curtains as it is for Mother to appreciate Susan's renovated doll house. It is as important for high-school-age Peter to know that his father has helped organize a community forum as it is for Father to show

interest in Peter's newly organized dance orchestra. Children, in brief, need to grow up feeling that the creative way of life is the blithe and natural way—for adults no less than for children.

### Reservoirs of Creativeness

**I**F a person is to escape the damaging sense of being at the mercy of things, he should be learning all his life—by experience and example—how to be active rather than passive, creative rather than merely acceptive, in five different areas:

First, there is the area of physical objects. Inevitably and rightly we depend nowadays on mass production to provide a standard of living impossible during all pre-industrial ages. But the person who wants the mass-produced objects in his life to add up to security rather than insecurity, content rather than discontent, does well to stake out some small area in which he will himself be a maker of what he wants. Whether one paints a picture or makes a new dress out of an old one, plants a garden or builds a bookcase, one establishes a certain independence, a certain conviction of resourcefulness never known to the person who cannot secure anything at all except by buying it ready-made.

The second area is that of ordinary problems and disappointments, those that are bound to crop up in the course of everyday living. Rain disrupts a family week end. Must that week end, then, be one of restless boredom? Or can the family, in a council of ingenuity, work out an alternative plan that will turn disappointment into enjoyment-plus—that is, enjoyment *plus* the gay, shared sense of having mastered a situation?

The third area is that of self-entertainment. No person can be free or emotionally secure who has no genius for privacy, who is bored whenever he is alone, who depends wholly on other people and commercialized amusements for his own pleasure.

The fourth area is that of opinion and conviction. No person can be free or emotionally secure

if he simply takes over all his opinions and beliefs ready-made. More and more this person develops, subconsciously if not consciously, a sense that he is on the outside of what goes on in the world. He may think mental dependence upon authority will make him secure, but actually it makes him frighteningly susceptible to anxiety because he can have no control over the moods generated in him by each day's news. Children should have the chance, in warm and considering companionship with their parents, to learn what it means to weigh various opinions and work out one's own, what it means to earn convictions rather than to borrow them.

### The Drama of Tomorrow

**T**HE fifth area is that of our social institutions. Even small children know, these days, that our human future is a question mark. A question-mark future is terrifying to those who think of it as being entirely in the hands of somebody else—of that mysterious, unnamed, and therefore sinister force called *They*. It is far less terrifying, however, to those who are learning to bring their own creative efforts to bear upon that future. In this time of change our homes should be places where parents initiate their children into the grand human drama of making a better world.

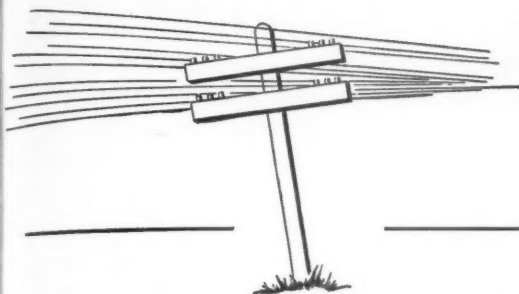
Lincoln may have spoken a more profound truth than he realized when he warned that our nation could not survive half slave and half free. We begin to see that this is as true of psychological slavery and freedom as of the political and economic sort. Democracy itself is a creative enterprise, one that is far from complete. And democracy will be doomed whenever the influence of the passive-minded outweighs the influence of the creative-minded; whenever the fear-ridden are allowed to extend their numbing mass tyranny over the brave. For their own sakes, and for our common human sakes, we must encourage in our children—all our children—the creative spirit that is also the free spirit.

### THE DIMES MARCH AGAIN

ONCE more during the last two weeks of January, our dimes will be marching toward the conquest of infantile paralysis. Half the money collected each year is sent direct to the National Foundation for Infantile Paralysis for use in a nation-wide program of scientific research, education, and emergency aid in epidemics. The other half remains with the local chapters in areas where the money was contributed. As is customary, the campaign will end on January 30, birthday of the late Franklin Delano Roosevelt. The dimes and dollars of *all* citizens are needed to further the fight against infantile paralysis, an arch enemy of childhood. Victory is up to you. Be sure to give.

# Notes from the

## NEWSFRONT



**Word Mastery.**—Young children know and use a great many more words than anyone has ever supposed, a recent study reveals. The average child, once he begins to talk, actually builds his vocabulary at the rate of approximately 5,000 words a year. The normal first-grader knows about 16,000, besides many more words derived from these, and a ten-year-old's basic vocabulary is nearly 35,000 words.

**Americans and Alcohol.**—Since there are in the United States some 750,000 chronic alcoholics and 2,250,000 chronic excessive drinkers, scientists are seriously studying the cause and cure of alcoholism. Seven states are already sponsoring such studies. In addition, the cities of New York and Chicago have set up special clinics for alcoholics and excessive drinkers, and fourteen other large cities have established committees for education in this field.

**Negro History Week.**—The theme of this special week, which will start on February 8 and will be observed throughout our nation, is "The Whole Truth and Nothing but the Whole Truth." Negro History Week has been sponsored since 1926 by the Association for the Study of Negro Life, an organization whose fourfold purpose is to promote historical research, to publish books on Negro life and history, to promote the study of the Negro through clubs and schools, and to bring about harmony between the races by interpreting the one to the other.

**Veterans in Congress.**—Almost half the members of the Congress of the United States are veterans of either World War I or World War II—49 of the 96 senators and 212 of the 435 representatives.

**Cold Comfort for Couples.**—For the sake of science and the welfare of mankind, among other reasons, nearly a thousand pairs of English men and women are volunteering to catch colds. In an effort to track down the virus that has long eluded medical men the world over, the British government's Common Cold Research Institute has set up a laboratory, nicknamed "Cold Comfort Farm." Here twelve couples at a time are studied for a period of two weeks. Many of them, attracted by the enforced isolation, are honeymooners.

**Paint and Powder.**—A new kind of paint with a stainless-steel powder base is now on the market. Only one coat will increase as much as four times the normal life span of surfaces exposed to corrosion by strong chemicals.

**Comics Go to College.**—No news to any parent is the fact that Sunday comic supplements are being read regularly by 92 per cent of all boys and girls between ten and seventeen (not to mention sixty million adults). Every parent, therefore, should be interested in an ex-

perimental workshop on the comics, the first of its kind, that is being sponsored by New York University. The influence of the comics will be carefully analyzed and their educational possibilities explored.

**Chirps by Degrees.**—A Cape Cod scientist can tell the outdoor temperature with perfect accuracy just by looking at his watch when he hears a cricket chirping. All he has to do is count the number of chirps made in fifteen seconds, then add forty. The resulting sum is the temperature as it would be indicated on a Fahrenheit thermometer. There is only one catch to this novel and simple scheme: Crickets don't chirp in winter.

**Democracy for Students.**—The National Student Association is the only all-student group that has a seat on the U.S. National Commission for UNESCO. Its primary aims are the securing and maintaining of academic freedom and of the rights of students to develop democratic forms of government within their schools and colleges. National offices have been established at the University of Wisconsin.

**And Now the "Green Cross."**—In 1946, accidents killed 99,000 Americans, seriously injured 10,400,000 more, and cost the country \$6,400,000 in cash damages. To prevent another terrible toll this year, the National Safety Council is organizing a nation-wide movement known as "The Green Cross for Safety."

**Prerequisite for Citizenship.**—Henceforth no senior at Dartmouth College can graduate without having completed a course called "Great Issues," which is intended to give students "an urgent sense of their primary public duty as educated men."

**Of Men and Mice.**—The government's food-saving program now has some interesting support from science. Three physiologists at the University of Minnesota have discovered, after a long series of experiments, that if laboratory mice are slightly underfed (though well supplied with proteins and vitamins), they live considerably longer than do mice that are allowed to eat as much as they want. What's more, the hungry animals are sturdier, livelier, and show less susceptibility to cancer.

### A NOTICE TO OUR SUBSCRIBERS

If the first two code figures just below your name and address on this issue of the magazine are 2-48, this means that your subscription will expire with the February *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the March issue. Send one dollar to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois.





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# Children's Radio Listening—

**I**T has been estimated that the American child spends as many hours a year listening to radio programs as he does in the classroom. What are these radio programs doing to that child? A goodly number of them, it is safe to say, are too unimpressive to have any harmful effects worth noting. Some few are wholly desirable. But the crime and the horror programs are in quite a different category. Adults are protesting more and more that such tales have a definitely bad effect on children's health, both physical and emotional.

Who are these people who voice their protests in ever increasing numbers? They are members of parent-teacher groups, civic and service clubs, and many, many other organizations through which the opinions of thoughtful citizens may be heard. But these men and women are not the only ones. There is an irony little short of tragic in the fact that even prison inmates are objecting. The Michigan state prison newspaper, *Weekly Progress*, has this to say about crime programs:

Detailed accounts of how murderers committed their murders, with their mistakes pointed out for the enlightenment of potential murderer-listeners, are common radio fare these days. And the worst part of it all is that the programs dedicated to showing police at work, preventing and solving crimes, parade such a motley crew of incompetent characters across the air lanes that instead of inspiring respect and fear of the law in their listeners, they only succeed in arousing a spirit of disgust and distrust.

A similar indictment was printed in the *Prison Mirror*, published by inmates of the state prison at Stillwater, Minnesota.

These comments would seem to make sense. There are, however, observers who refuse to be alarmed. In a magazine article of recent date an "Interested Father" says reassuringly, "A child who may be badly frightened by a nasty gangster on the air is perhaps really afraid of his own father." This writer quotes in support of his views a child psychologist who has this to say: "Instead of looking upon children's radio interests as manifestations of wickedness or perversity, we might properly consider them as indications of drives and desires that must somehow be met and that are present whether we have radio or not." And he ends with the happy note that "these programs will do no special harm to the healthy child. They serve to make him a child of our time."

## The Voice of Expert Opinion

**W**HERE lies the truth? Can we all be wrong, we who think these crime programs are bad for our children? In an earnest endeavor to put its determined protest on a sound basis, the Tenth District of the California Congress of Parents and Teachers recently undertook an extensive survey of the opinions of the peo-



**G**IANTS and witches and robbers have long been accepted as members in good standing of storybook society. If children are harmed by them, that tragic fact has escaped the attention of most adults, who have a sneaking fondness for the monsters they met in childhood on the pages of books. But what of the superthugs who today enter our homes by the radio door? Many parents would exclude them but are uncertain how to do so. For their aid one parent-teacher group summarizes a most significant survey.

## Let's Face the Facts!

ple who would know most about this subject. A questionnaire was mailed to 314 persons, divided into four groups as follows: 148 pediatricians; 22 sociologists; 72 neuropsychiatrists; 72 psychologists. The six questions appear in the table below, with a summary of results listed under each one. It was not our intention to compare the findings of the different groups. We are listing their answers separately to show that *all four groups* have approximately the same opinions on this subject.

1. Do radio crime programs have a detrimental psychological effect on children?

	Yes (Per Cent)	No (Per Cent)
Pediatricians.....	89	11
Sociologists.....	88	12
Psychologists.....	88	12
Neuropsychiatrists.....	96	4
Average.....	90	10

2. Do radio thriller shows and programs ending in suspense have an effect on the health of children listeners?

	Yes (Per Cent)	No (Per Cent)
Pediatricians.....	95	5
Sociologists.....	88	12
Psychologists.....	87	13
Neuropsychiatrists.....	96	4
Average.....	93	7

3. If so, do they have a good or bad effect?

	Bad (Per Cent)	Good (Per Cent)
Pediatricians.....	97	3
Sociologists.....	100	0
Psychologists.....	100	0
Neuropsychiatrists.....	96	4
Average.....	97	3

4. Do present-day radio programs contribute to children's delinquency or antisocial behavior?

	Yes (Per Cent)	No (Per Cent)
Pediatricians.....	82	18
Sociologists.....	83	17
Psychologists.....	70	30
Neuropsychiatrists.....	89	11
Average.....	81	19

5. Do you feel that American children need an emotional escape?

	Yes (Per Cent)	No (Per Cent)
Pediatricians.....	61	39
Sociologists.....	71	29
Psychologists.....	67	33
Neuropsychiatrists.....	64	36
Average.....	68	37

6. If so, do you think it can be safely provided by thrilling radio programs?

	Yes (Per Cent)	No (Per Cent)
Pediatricians.....	15	85
Sociologists.....	28	72
Psychologists.....	20	80
Neuropsychiatrists.....	13	87
Average.....	17	83

The fifth question, *Do you feel that American children need an emotional escape?* calls for explanation. It was included, phrased in just this way, because the main argument of the radio networks and sponsors of radio programs is that these programs do afford children an "emotional escape." Many of the questionnaire replies contained notes qualifying those very words, "emotional escape." Some contributors thought that "release" or "outlet" would be a more appropriate term. The comments made in this connection were most illuminating:

"I think children need more discipline and more work, physical and mental, depending upon the child's ability and capacity."

"Best outlet is in athletic games, folk dances, music, nature, and handicraft."

"They need more natural emotional experiences."

However, although the experts did not over-



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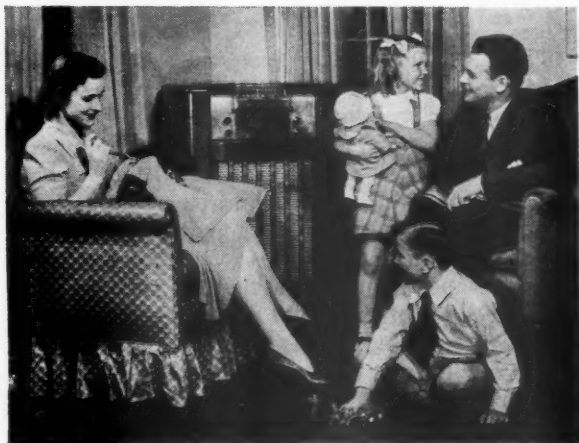
whelmingly agree on this question, a large majority answered *No* to the following one: *Do you think it (emotional escape) can be safely provided by radio programs?*

### A Chorus of Comment

**T**HE comments that accompanied the answers were the most interesting and enlightening part of the whole survey. Here it is again noticeable that the experts in all four groups actually hold very similar opinions on this subject of children's radio listening.

#### Pediatricians

The tendency is to develop a morbid interest in crime and an appetite for this type of program to the exclusion of wholesome interests appropriate to the age of the child. As children's appetite for this type of excitement grows, professional radio staffs compete in the development of



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devices to raise the pitch of excitement. . . . Intense excitement burns abnormal amounts of nervous energy, interferes with digestion, and prevents sound and refreshing sleep. Many parents report that children listening to these programs bite their fingernails to the quick. . . . There is no more justification for children's being exposed to stories and drama about crime than for teaching abnormal psychology to immature children and youth.—**DR. C. MORLEY SELLERY**

Children develop fear of the dark, yet their interest in the program takes on the strength of a compulsion, and they are afraid to miss any in the series.

—**DR. HYMAN ASHKIN**

The thriller programs end in suspense and leave the child hanging in midair, so that in place of an emotional outlet the child is pent up more than ever. Some programs tend to teach the child the tricks of the crime trade, and the criminal is often misinterpreted by the child as the real hero.—**DR. BARNETT LIPSON**

Radio thrillers tend to unnerv the already emotional and high-strung child. . . . I definitely believe these programs lead to psychological and psychiatric problems.

—**DR. EDWARD G. MACK**

I have considered the crime and thriller programs as one of the outstanding causes of emotional maladjustment in children after the seventh year. I urge all parents to prevent such programs for their children and prohibit them when dealing with an emotional problem.

—**DR. E. EARL MOORE**

Most so-called children's programs serve no socially useful purpose and seem to be directed simply toward selling many useless products. A few are harmless, but many are overstimulating and very harmful to children with sensitive nervous systems.—**DR. OSCAR REISS**

I think programs featuring murder, violence, and horror should be eliminated because of detrimental effect on both children and adults.—**DR. RUSSELL SANDS**

Children who are brought to me as school problems with shattered nerves listen to these programs in excess. It is the continuous unprofitable stimulation that is harmful.—**DR. GLADYS P. SHAHOVITCH**

#### Sociologists

The susceptibility of children, through both eye and ear, easily leads to abnormal or antisocial conduct. A thrilling radio story frequently contains a certain amount of suggestiveness that may lead to delinquency.

—**DR. GEORGE B. MANFOLD**

A radio crime drama may have a moral as direct suggestion, but indirectly [it might] suggest that the criminal was caught because of his one stupid blunder.

—**DR. N. J. VINCENT**

#### Psychologists

In my estimation, 95 per cent of the current radio crime programs are socially and culturally injurious. . . . The frequency and flourish with which broadcasting stations and newspaper "comic" strips present crime stories would lead the naive listener or reader to think that crime is both interesting and important and thus inculcates a false set of social values.—**DR. LUTON ACKERSON**

All too often the emphasis is upon the fact that the criminal made "one mistake" rather than that his objectives were bad in the first place.—**DR. ALMA PERRY BEAVER**

Radio programs are at best only one form of amusement. They allow the child to be merely a passive listener. Children need to act and take part in creating something themselves. They need more than thrills; the imagination should be stimulated by beauty, and thoughtfulness suggested by something worthy of thought.

—**DR. HERBERT L. SEARLES**

There is no doubt whatever that frequent and usually exclusive listening to thriller and crime programs has resulted in unwillingness and inability to enjoy programs of a higher or more intellectual type. Once a taste for better entertainment is established, the concern with the effect of undesirable shows will disappear, since there will be no exposure to them.—**DR. NEIL D. WARREN**

That regular or frequent listening to crime radio broadcasts is unwholesome is probably not seriously doubted by anyone. A mind cannot at the same time be filled with constructive, healthy thoughts and with their opposite. Moreover, the excitement which children and youth crave makes crime broadcasts infinitely appealing, with homework neglected, and worth-while projects nonexistent.—**DR. ELIZABETH L. WOODS**

#### Neuropsychiatrists

The radio crime and thriller programs, particularly those ending in suspense, have a definite detrimental effect and are a contributory factor in the emotional problems of children.—**DR. H. M. BEERMAN**

Children are prone to emulate what they see and hear. They get many mischievous ideas from the radio programs of thrillers and crime. Such programs give them distorted viewpoints of a morbid philosophy and foster antisocial behavior. To be beneficial, programs should be educational and interesting and include a measure of wholesome adventure.—DR. SAMUEL D. INGHAM

This survey and these statements blast the idea that children need excitement via radio, that such excitement does not hurt them, and that they will outgrow this type of program without bad effects.

### Industry on the Alert

OUR questionnaire is not the first attempt that has been made to find out the truth. A study made at the Stanford University School of Medicine by Dr. Mary I. Preston was reported in the August 1941 *Journal of Pediatrics*. Anyone who believes that children need the "escape" provided in radio crime dramas should read this report. As Dr. Preston points out in her article, most of the reactions described by the children were either not known to the parents, or were not recognized as significant.

How have the network people and sponsors of programs been meeting protests? Have they been disturbed that there might be some truth in the charges that crime and horror programs are bad influences for our children, the future citizens of this country? The writer had an opportunity to learn the answers at first hand during a workshop session of the Institute for Education by Radio conducted in Columbus, Ohio, last May. It appeared there that both the sponsors and the network officials were interested mainly in giving children what they will listen to most eagerly. When referred to the Stanford study these groups stated that their psychiatrist had judged this report to be unsound.

Network broadcasters are meeting protests by an intensified public relations campaign on behalf of crime serials and their effects on young listeners. Not long ago, for example, the National Association of Broadcasters sent out five thousand reprints of an article defending this type of radio drama. Entitled "Those Dreadful Programs," the article had appeared in a widely circulated woman's magazine. And recently a vice-president of one of the large advertising agencies started on an extensive lecture tour to "educate" the critics of juvenile shows.

Our organization is working—and working hard—for better radio, doing all it possibly can to build audiences for the good programs. We of the Tenth District publish a guide to good listening that names over two hundred programs suitable for the family. This guide is distributed

to our 179,198 members and is placed in every classroom of the Los Angeles city school district.

### Parent-Teacher Action

WE do all we can to promote such programs as *Adventure Parade*, *Adventurers' Club*, *Melody Theater*, *Land of the Lost*, and *Twilight Tales*—all excellent radio fare for young people. We tell our members about the programs which are outstanding for family listening, such as *Twenty Questions*, *California Caravan*, the fine music programs, and others. However, we maintain that not nearly enough time is devoted to desirable radio programs for children, and we do protest the *Hop Harrigan*—*Captain Midnight* sort of program. Especially do we condemn the sugar coating with which *Superman* has been generously frosted in an effort to meet criticism.

A concise and accurate evaluation of these serial programs is to be found in the March 26, 1947, issue of *Variety*, here quoted verbatim:

The basic fabric making up each of these ten shows is a stitched compound of violence and terror. Violence is not used in these serials as one technique in a varied system of attention-arresting devices; violence is the serial's wool and warp. *Take it away and you have nothing left.* These serials make up a carnival of sluggings, muggings, shootings, murders, and torture—a veritable paradise for sadists. In each quarter hour episode, the violence mounts from a high starting plateau to a towering climactic peak where the dialer is left hanging until he's rescued the following day in "another exciting chapter in the adventure of so-and-so at the same time, same station."

Should parents be content as long as such programs are broadcast? If they are convinced that the effects are bad, as the experts we have quoted so emphatically state, they have a clear duty to swing into action.

There is no reason to feel that all effort in this direction is necessarily futile. The National Broadcasting Company has already taken a constructive step by relegating crime programs to the later hours of the night, when children are in bed. This action should be applauded, but more is called for.

Radio should be a partnership—broadcasters and listeners, cooperating to improve an institution that ranks with the schools and the press as a major feature of everyday family life. Because broadcasters are using air lanes that belong to the people of the United States, they have a heavy responsibility. And because radio programs in this country are a commercial enterprise we, the listeners, must show ourselves ready to support good programs. Eventually, if we campaign with intelligence as well as with vigor, our children will get from their radios the feast they deserve.



# THE INTERNATIONAL

## *Children's Emergency Fund*

### AT WORK



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**F**OOD, medicines, clothing, equipment—all are needed, but the single most urgent need for our children is milk." This was the simple plea heard repeatedly by representatives of the International Children's Emergency Fund in all the European countries they visited last spring and summer. And milk is the chief item for which United States dollars (still too few to meet the need), made available to the Fund by the government, are being used.

This effort, carried on under the auspices of the United Nations to help war-wasted countries restore their children to health and vigor, is benefiting expectant and nursing mothers, babies, and older children on both sides of that so-called "iron curtain"; for babies are babies, wherever they may live. According to the resolution of the U.N. General Assembly that created the Fund, its resources are to be administered without discrimination because of race, creed, nationality, or political belief.

Unfortunately, however, instead of reaching some twenty million women and children, as was hoped when this organ of the United Nations was established, the Fund's present resources enable it to aid only a little more than four million. Yet estimates say that at least thirty million children in Europe and probably a much greater number in the Far East are in immediate need of supplemental food as well as many kinds of service.

Dr. Martha M. Eliot, associate chief of the U.S. Children's Bureau, was recently loaned to the



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Fund for a few months to visit a number of European countries requesting assistance. Her reports tell a story of high infant mortality, of pallor, underweight, stunted growth, venereal disease, and other serious illnesses among children. In one children's home she saw youngsters who were literally emaciated from starvation. Some were so weak that the only sign of life in their shrunken bodies was the movement of their eyes.

In its report of October 11, 1947, to the U.N. Economic and Social Council, the executive board of the Fund reviewed some of the results of the hunger and deprivation from which millions of children are suffering: infant deaths sometimes amounting to 20 per cent of the live births; active tuberculosis even in preschool children; and rickets in a degree of severity unknown to Europe in recent years. Exposure, too, was a threat, and the need for warm clothing was in many places second only to the need for food.



## Created for the Common Good

**T**HE world cannot afford to let the vitality of its children and youth be sapped to such an appalling extent. When the Council of UNRRA met in August 1946, it recognized the necessity for continuing aid to children on an international scale. In fact, the testimony of the Fund's representatives as they have visited various countries indicates that only UNRRA supplies kept masses of children from dying of starvation. It was this need that led the U.N. Economic and Social Council to consider the proposal for a United Nations Children's Fund and the General Assembly to adopt, on December 11, 1946, a resolution establishing the Fund as a part of the United Nations organization. The Fund was to be utilized for the benefit and rehabilitation of children and adolescents in countries that were victims of aggression as well as those receiving UNRRA assistance.

The representatives of twenty-six nations who compose the executive board determine the policies of operation, in accordance with principles laid down by the Economic and Social Council and its Social Commission. These policies stipulate that the Fund be administered by an executive director appointed by the Secretary General of the United Nations after consultation with the executive board. The staff of the Fund is a part of the U.N. staff. The executive board has appointed a program committee of nine members to

## KATHARINE

F. LENROOT

*United States Representative on the Executive Board*

consider applications for aid from the various governments and to make recommendations to the board. The United States member of the board serves on the program committee.

Dr. Ludwik Rajchman of Poland, a physician who has spent many years in international health work, is chairman of the board. Maurice Pate of the United States, long experienced in international relief activity, is the executive director. A traveling technical staff, operating from European headquarters in Paris, assists governments, at their request, to formulate plans for health and welfare services to children, with special emphasis on nutrition. The Fund also provides a small mission in each country receiving assistance, to act as a liaison agency with that government, to study needs, and to observe at first hand the operation of the program.

### The Machinery of Mercy

**H**ow does a country secure assistance from the Fund? First, after its government makes application, a representative of the Fund tours the country to ascertain its needs. He confers with government officials and members of voluntary agencies; visits hospitals, clinics, schools, and other institutions; and then reports what he has found. Next, a tentative allocation is made by the executive board on recommendation of the program committee. The country draws up a plan of operation showing in detail how the program of assistance is to be administered and for what purposes the help will be used. Finally the government of that country enters into formal agreement with the Fund, and the plan of operation is approved by the executive board—again on recommendation of the program committee.

Such an agreement must specify that distribution will be made on the basis of need, without discrimination, and that all appropriate measures will be taken to ensure the equitable and efficient dispensation of supplies. Permanent child health and child welfare programs are utilized and strengthened, and provision must be made for coordinating the program with the work of present official and voluntary agencies.

The Fund maintains close relationships with the other health and welfare activities of the U.N., especially with the Interim Commission of the



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World Health Organization and with the Food and Agriculture Organization. Through these agencies certain specialized services are made available.

Agreements have been signed and plans of operation approved for the assistance of eleven European countries: Albania, Austria, Bulgaria, Czechoslovakia, Finland, Greece, Hungary, Italy, Poland, Rumania, and Yugoslavia. Allocations have also been made to France and China and provisional allocations to other countries of the Far East. In all these countries expectant and nursing mothers and their babies receive milk; preschool and school children get milk, fats, and usually other high-protein foods such as meat and fish. Many children are given cod-liver oil.

The food provided for preschool and school children amounts to from one third to one half of a daily supplementary meal, the remainder being supplied by the nation concerned. In no country does the number of children now being reached exceed 12 per cent of all the children, and in all the European countries receiving assistance only 5 per cent are benefited. Thus from its present resources of somewhat less than \$38,000,000 the Fund can meet but a small proportion of the need.

The International Children's Emergency Fund is financed from three sources: (1) funds made available by UNRRA in the course of its liquidation (\$11,000,000 to date); (2) voluntary contributions from governments; and (3) contributions from private agencies and individuals. The United States government has contributed \$15,000,000, and Congress has authorized an additional \$25,000,000 on condition that amounts from governments not receiving assistance from the Fund aggregate at least 43 per cent of the total government contributions, including that of the United States.

Since our country's first contribution became available last summer, other donor countries have given or pledged \$11,227,000 as follows: Australia—\$3,224,000; Canada—\$5,000,000; Czechoslovakia—\$600,000; Dominican Republic—\$20,000; France—\$900,000; Iceland—\$40,000; Luxembourg—\$2,000; Newfoundland—\$100,000; New Zealand—\$810,000; Norway—\$63,000; and Switzerland—\$468,000. In addition, Denmark plans to offer antituberculosis vaccines, services, and facilities, and Poland has promised a contribution of sugar.

The supply program of the Fund has been built up in an interesting fashion. Our American dollars have gone chiefly for milk—whole milk for babies and skimmed milk, supplemented by oleomargarine and lard, for older children and for expectant and nursing mothers. From Canada come horse meat and fish; from Norway, cod-liver oil. Like Poland, Czechoslovakia is giving sugar. Further supplies are expected from Australia, New Zealand, and several other countries.

Medical supplies and technical services are likewise greatly needed. The Fund will cooperate with countries desiring assistance in the vaccination of children against tuberculosis and in the treatment of venereal diseases among children—the two great postwar plagues. However, the shortage of doctors, nurses, and child welfare workers is a matter of great concern to all governments.

### The Task of Our Time

**E**VEN with these prospective resources from many governments and from UNRRA, the Fund will still not be able to reach more than five million children in Europe and Asia during 1948—five million of the many millions more who need help. To bridge this gap, private gifts will be collected all over the world under the auspices of the United Nations. Here in the United States every citizen will have a chance to contribute through the campaign organized as American Overseas Aid—United Nations Appeal for Children. Money collected from this campaign will go to American agencies that have overseas relief programs as well as to the International Children's Emergency Fund.

At Lake Success, where the councils and commissions meet, and in the great assembly chamber of the United Nations at Flushing, a subject is seldom considered that does not involve serious clashes of opinion. But whenever the work of the International Children's Emergency Fund is discussed, there is complete unanimity. The statesmen of the world vie with one another to put on record their enthusiastic willingness to save the world's children. Many people see in this bond of compassion and forethought great significance for the most absorbing task of our time—that of finding a common ground on which the foundations of a just and enduring world order can be erected.

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I EXPECT to pass through this world but once. Any good, therefore, that I can do, or any kindness that I can show to any fellow creature, let me do it now. Let me not defer or neglect it, for I shall not pass this way again.—ANONYMOUS

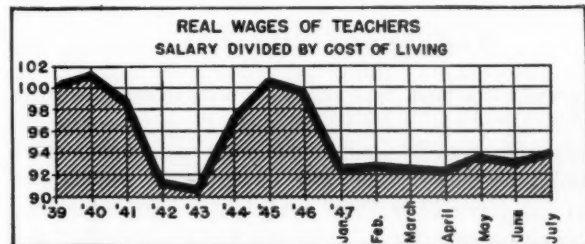
# Citizens Look at Education

THE Citizens Federal Committee on Education, on which the National Congress of Parents and Teachers is represented by Mrs. L. W. Hughes, its president, is an advisory group to the U.S. Office of Education. The progress report of this committee will enable P.T.A. members to form an accurate and comprehensive picture of current educational conditions. The report was prepared by the Subcommittee on the Teacher in America and is here reprinted by permission of John W. Studebaker, Commissioner of Education.

## A PROGRESS REPORT BY THE CITIZENS FEDERAL COMMITTEE ON EDUCATION, 1947-48\*

great a part as low starting salaries in making teaching economically unattractive. . . .

Despite the gains that have been scored, the pay scales of teachers are still far from satisfactory. The accompanying chart, prepared by Dr. Harold F. Clark, of Columbia University, shows that in terms of buying power teachers have not only gained no ground during the past year but are less well off than they were before and during the



war. . . . It cannot be emphasized too strongly that teachers' salaries are still shamefully low—low in absolute terms, low in relation to the importance of their work, low in relation to earning possibilities in other fields.

Even when higher paid supervisors and principals are included with classroom teachers, it now appears that average earnings in the teaching profession in the 1947-48 school year will be in the neighborhood of \$2,550, something under \$50 a week. In many states and communities, of course, salaries are far lower than this. In South Carolina, college-trained beginning classroom teachers may still be offered around \$1,000. Experienced teachers with master's degrees are confined to salaries ranging from \$1,305 to \$2,286. In Maine the minimum salary for a classroom teacher with a bachelor's degree is only \$1,700. . . . In Mississippi the average was \$850 last year and will be \$1,250 this year. This is an extreme example, but it illustrates a point that is generally true: Teachers' salaries have risen sharply, but the advance was made from a low base, and in most cases they are still disgracefully low.

It is to be remembered, too, that figures on average earnings obscure not only differences among the states but differences between city and country and differences in the earnings of white and Negro

EVERYONE will remember one of Alice's educational experiences in *Through the Looking-glass*. She learned that you have to run very fast just to stay in the same place. To get anywhere you have to run twice as fast. Over the past year teachers have learned that Looking-glass Land may not have been an imaginary place after all. They have received, on the average, the largest salary increases that have ever been granted in a twelve-month period, and these increases have got them exactly nowhere. The rise in the cost of living has completely offset the average increase in teachers' pay. Some teachers, of course, are a little better off; others have actually lost ground. The average teacher has the same buying power and occupies the same position in relation to other economic groups as he did at the start of the 1946-47 school year.

On the average, teachers' salaries have been increased by about \$300 in the past year, or about 13 per cent. The rise has been substantial enough to halt the trend of the two preceding years when, in terms of buying power, teachers were losing ground. This year, at any rate, they have kept their place on the inflationary treadmill. The increases have also had a psychological value: They have shown teachers that the public has begun to awaken to their plight.

Although salary increases have by no means been uniform, they have been widely distributed throughout the country. More than two thirds of the states have provided increased support for education, and in nearly every case specific provisions have been made for higher pay for teachers. Countless communities have also taken action. Equally noteworthy is the fact that *maximum* salary scales have been increased in many places. The low ceiling on earnings in teaching has perhaps played as

\*Prepared by: Kathryn McHale (American Association of University Women), chairman, Subcommittee on the Teacher in America; Walter D. Fuller (National Association of Manufacturers); A. S. Goss (National Grange); the Very Rev. Msgr. Frederick G. Hochwalt (National Catholic Welfare Conference); Walter G. Ingalls (American Legion); and Matthew Woll (American Federation of Labor).



teachers. Salaries of rural teachers still average about one third less than those of city teachers. In 1945-46, the latest year for which comparative figures are available, salaries of Negro teachers in a group of nine southern states were only a little more than half as high as those of white teachers. The white teachers earned \$1,512 on the average; the Negro teachers, \$828. . . .

Teachers' salaries are low not only in relation to earning possibilities in other professions but in relation to earnings in fields that require far less preparation. Average weekly earnings in all manufacturing industries in September 1947 were \$50.42, practically the same as in teaching. Workers in many fields—iron and steel, electrical machinery, transportation, petroleum and coal, printing and numerous other industries—earned more than teachers.

### Working and Living Conditions

**O**VER the past year many states and communities have acted decisively to give teachers increased security and, in general, to improve their working conditions. For example, a number of states have liberalized retirement allowances for teachers and made more adequate provision for sick leave. In a number of places teachers' tenure protection has been improved. The teaching load has been reduced in some states and communities.

Virginia has passed legislation that no one shall be refused employment as a public school teacher or be dismissed solely because she is married. Scattered evidence indicates that narrow restrictions on the lives of teachers are slowly dissolving. Many states and communities are exerting themselves to make teaching more attractive as a career. Some states are offering scholarships both to prospective teachers and to emergency teachers interested in taking additional college work and becoming regularly certified.

In many parts of the country, however, the conditions under which teachers work and live still leave much to be desired. Many teachers are so loaded down with work that, even though they love to teach, each week's schedule becomes . . . drudgery rather than a challenge. . . . Teachers are dissatisfied, too, in many places because they are given so little responsibility for curriculum making and educational planning.

Equally important is the fact that many communities do not let their teachers live like normal human beings. The ban on married women teachers persists in many places despite the urgent need for teachers and the belief of educators and psychologists that marriage and motherhood tend to have a favorable effect upon a woman's success as a teacher. Many communities still impose special rules of conduct on teachers. A still larger number make little effort to integrate teachers into the everyday life of the community. In too many places teachers still feel unaccepted and unappreciated.

All these conditions are changing for the better, but until the trends carry farther, teaching cannot hope to attract a sufficient number of able, energetic, courageous, and imaginative young people.

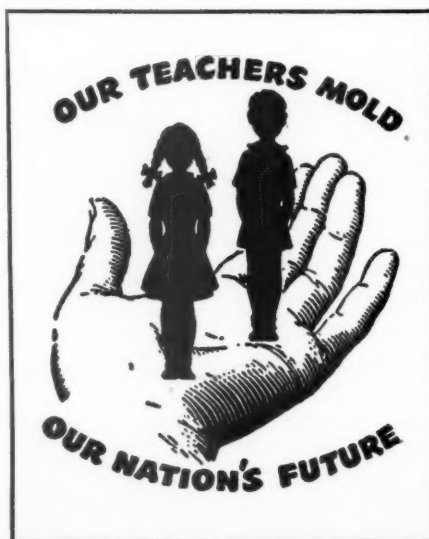
### New Facts on the Teacher Shortage

**S**OME of the developments of the past year have helped to ease the teacher shortage, at least in high schools. The exodus of teachers to other fields has perceptibly slowed, and in some parts of the country former teachers have returned to the field. School boards have not been compelled to employ quite so many applicants who are not adequately prepared for their work, and there has been some decline in the average size of classes.

These gains, too, however, must be seen in perspective. Although overcrowding is evidently somewhat less severe than it was last year, some communities are still unable to keep classes down to ideal size. There are still about one hundred thousand teachers in the schools who do not meet professional certification requirements. In several states as many as one fourth of all teachers hold only emergency teaching certificates. . . .

The teacher shortage is particularly severe in elementary schools and in rural schools. In city secondary schools the shortage is largely concentrated in such fields as art, music, physical education, mathematics, industrial arts, science, home economics, and commercial subjects.

Scattered information indicates that there has been a rise in enrollments among students who intend to become teachers. It is to be





remembered, however, that it will be several years before these students are ready to assume teaching positions. Furthermore, despite the increase, the number of young people preparing for teaching is still far below the level of prewar years. . . .

Teaching has always been characterized by a fairly high turnover, so that there is normally a steady demand for new teachers. In the years ahead we face two additional problems. First, teachers with substandard qualifications must be replaced. Second, we must prepare for the large increase in the number of children in school which is in prospect. In the five years from 1942 through 1946 some thirteen million babies were born—some four million more than had been predicted by population experts. Kindergartens have already felt the impact of this higher birth rate, and elementary school enrollment will increase each year until 1953. Between 1954 and 1960 high school enrollment will jump rapidly. It is estimated that there will be some thirty-five million children in the five-to-seventeen-year age group by 1953-54—some six million more than there are at present. To give these children the kind of education to which they are entitled, we must be concerned not simply with attracting enough people into teaching but with attracting applicants of the highest qualifications.

A vivid illustration of how far we still have to go in overcoming the teacher shortage appears in the report of a survey made by the six tax-supported teacher education institutions in Illinois. According to the report, only 104 elementary teachers were graduated from the teachers' colleges of Illinois this year. It is estimated that some six or seven thousand more elementary teachers will be needed in the state over the next five or six years. Even if allowance is made for the fact that some teachers are trained in other types of schools, the discrepancy between the state's needs and the number of graduates is alarming. . . .

### On Our Way

WE of the subcommittee believe that it is premature to regard the educational crisis as a thing of the past. We still have a long distance to go to meet minimum goals. Over the past several years we have necessarily been concerned with essentially quantitative problems—securing enough teachers; enlarging our school plant and improving it to the point where it met minimum requirements; securing enough equipment and textbooks. These problems are by no means solved, but even as we cope with them we shall have to become increasingly concerned with qualitative issues. We must make teaching attractive to superior young people. We must improve school build-

ings to the point where they do not simply house students but contribute to the learning process and, wherever possible, serve as community centers. We must overhaul and enrich the curriculum, adapt it to modern life, and make it broad and flexible enough to meet the needs of all pupils. . . .

These are formidable tasks. They will never be finally disposed of; the improvement of our schools must be a continuing process. But the size of the job ahead will not frighten us if we keep in mind what we have accomplished in the short space of a year. . . .

In the belief that all Americans must participate in the improvement of our schools, we recommend these action programs for the individual citizen:

1. *Check up on educational conditions in your own community.* Learn the facts. What is the physical condition of your schools? Do they have enough equipment, and is it up to date? Does your school system offer the kind of economic inducements needed to attract and hold well-qualified teachers? Does it provide adequate tenure protection and a satisfactory retirement plan? Do either school board regulations or community-enforced taboos keep teachers from living normal and natural personal lives? Are freedom of speech and freedom of opinion among teachers restricted in any way?

2. *Work with organizations seeking to improve educational conditions.* The present crisis in our schools stems from apathy—from ignorance of how rapidly our great system of public education was going downhill. The active and continuous interest of parents and citizens generally is needed to surmount the crisis and to prevent a new one from developing sometime in the future.

3. *Get to know your children's teachers. Show them they have your understanding, friendliness, and support.* Teachers exert a vital influence on the personality, character, and careers of the children on whom America's future depends. Show the teachers in your schools that you appreciate the importance of their work.

4. *Encourage able young people to consider teaching as a career.* Teaching may never offer the same earning possibilities as other professions. On the other hand, teaching has always presented its own particular challenge and rewards. Teachers have the satisfaction of seeing children grow; add to their knowledge and skills; gain in the ability to think clearly; improve their ways of living; surmount personality difficulties; and become happier.

Growing public interest in education, and the many measures which have been taken to make teaching more attractive, suggest that by the time those who now decide to become teachers are ready to begin their careers, working conditions and earning possibilities will be far better than they are today. It can be pointed out, too, that teaching is a field of expanding opportunity. For many years there will be a growing need for teachers at every level, from kindergarten to college, and in every subject-matter field. Young people who enjoy working with children can consider teaching in full confidence that the field is one in which opportunities are likely to multiply and remuneration improve in the years ahead.



# NPT Quiz Program

COMING TO YOU OVER STATION H-O-M-E

Through the Facilities of the National Parent-Teacher

● *During the war we were told that when peace came, women would leave their jobs and go back into the home—where they belong. Yet as I understand it, no such exodus has taken place. Since my wife is one of those women who are still working, I have a personal interest in this whole question, matched by a strong feeling that she ought to be at home!*

WOMEN were introduced into industry, and certainly into the professions, long before World War II. Then as now they had various questions that only they could answer fairly and honestly: Do my home and my children consume all my time and energy? If I leave home to take a full-time job, will my children be looked after properly? Is it necessary for me to add to the family income? Have I any special skill or talent that will benefit others? Of course, the war did influence the choices of large numbers of women, but even so, most of these questions had to be considered.

It is certainly true that homemaking is in itself a full-time job. Many women can find the highest satisfaction and render the best service by remaining at home, especially those with children under school age.

On the other hand, there are women who are better workers outside the home than in it. Take, for example, the woman who has spent years training for a demanding profession. She has something valuable to contribute to the world, and who is to say that she must remain at home with her children when she can afford to have them cared for by expert help? Many a professional woman has successfully combined two careers, making the most of every moment that she spends with her children.

Next, let us look at Mrs. Jones, whose husband just doesn't earn enough to keep his family well clothed, well fed, and well educated. As one of the army of war workers, Mrs. Jones earned a respectable check that went a long way to supplement her husband's income. She says that if adequate day care were still available for her children, she would continue to work, and the whole family would benefit thereby.

So you see, there is no simple answer to your question. Since you do not say whether you have children, it is hard to evaluate your own stand. Incidentally, how big is your home? A one-room apartment or a six-room house? The first can be cleaned in an hour; the second takes a bit longer.

Actually the whole problem depends on personal needs, and where husband and wife respect and understand each other, realizing that each must have time and room for growth, it isn't so hard to solve the problem in a way satisfying to both.

● *All this talk about juvenile delinquency frightens me. I have two adolescent girls. What can I do to make certain that they won't take the wrong turn in the road?*

YOU ask a lot, I am afraid. Too much, for if we could make sure that our children would always do the right thing, we would solve most of the problems of parenthood. It isn't easy to teach our youngsters how to tell right from wrong. Years ago we tried to do it by saying that this was right and that was wrong because we said so. But now we find that children need to know *why* right is right and wrong, wrong. Just saying *you* believe it is not enough. Moreover, it won't help in the least when a young person is confronted with a problem and his parents aren't around to tell him what to do.

Perhaps the safest way is to make sure that our children are given a high ideal of what they can expect of *themselves*. Young people can readily learn what it means to fall short of themselves—to be disappointed because they have failed to live up to what they know they are capable of. If your daughters have acquired this ability, you are not likely to be disappointed in them.

Nowadays we are all trying to give youth every possible opportunity to learn by doing. If you take pains to show your daughters in what respects they fail to live up to their best, they will take note of that lesson for future use! Such training, bolstered by the example you set, is the best insurance against their taking the wrong turn.

# manners MUST BE TAUGHT

RHODA W. BACMEISTER

EVERYBODY who has anything to do with youngsters knows all too well that no child is ever "to the manner born." Manners, just like any other set of good habits, are learned and gradually acquired. How may we school our children, then, in those gentle acts of courtesy that are the very foundation of civilized life? This article points the way.

THE little girl was pretty, but mad. She frowned fiercely and tugged at the handle bars of the tricycle, pushing the boy away; but he held on and doubled himself over the seat. A good scrap was in the making, and although the two young mothers were obviously interested in their own discussion, one of them turned to say: "Oh, let Jean have it, Bobby! She's a girl. Be a little gentleman and let her have it." Then she turned back to her friend.

Of course Bobby hung right on. He was no gentleman. He was a little boy of three who wanted that tricycle! He didn't see why the fact that his playmate was a girl should give her a right to it. And to tell the truth, it shouldn't! At three, things are not settled that way. Chivalry will arrive in due time, probably when Bobby and Jean are about sixteen.

Genuine courtesy is based on friendliness, and Bobby would learn this faster if his mother would begin with that assumption and help him to see how he and Jean might agree on a compromise plan.

"Look," she might say, "you can *both* play with it. Bobby sits here and pedals, and Jean stands on the step and gets a ride. You can take turns and change places." In this way the children would enjoy playing together and acquire that sincere consideration for each other which is the basis of all good manners.

## Saying What Comes Naturally

WHILE this foundation is being laid, we do like our children to learn courteous phrases like "Please" and "Thank you." Sometimes, however, we overstress the importance of using these particular polite words. A child who has had a good time or who appreciates a gift usually shows it clearly enough, even if he doesn't say "Thank you" in just those words. "Oh boy, oh boy!" may express the same thing twice as honestly. Of course if a child hears "Please," "I beg your pardon," and "You're welcome" regularly at home, he will learn to use these phrases without thinking, as he does any other familiar turn of speech. It just seems the natural thing to say.

Small courtesies are the oil that keeps the machinery of social living running smoothly, and for this purpose alone they are well worth cultivating. But they are fostered mostly through example. Too often we ourselves forget the "Please" when we ask a child to do something. Or we neglect the "Why, thank you, Sally; that was very thought-



© Bud Leavitt



ful." These are the gentle rewards that make small services so satisfying to the child that he will want to repeat them often.

Good manners are made up of many details—too many for a child to learn all at once. Take table manners, for example. During his first few years it is much more important that he learn to eat and like many wholesome foods than that he learn to hold his fork correctly—or use a fork at all, for that matter. Little by little he learns to control his muscles so that he doesn't spill too much, and to take bites of reasonable size. Slow progress in table manners is certainly better than the nagging about etiquette that ruins so many family mealtimes. A meal should always be a pleasant interval in the day, a time for enjoying food and sociability.

Little children usually get on better if they eat alone because the task is still a complicated one for them, and they are hindered by distractions. Once the mechanics are fairly well under control, however, and the child's attitude of enjoying food is set, he is ready to join the family at the table. Tactful encouragement in good eating habits will be needed for a long time afterward, but this can be done quietly and inconspicuously.

### Planning for Company

As they grow, children pick up many habits of politeness and thoughtfulness from observation and from incidental explanations on special occasions. When guests are expected, for instance, try to plan with the children in advance about who shall offer to take wraps, who shall see that all are comfortably seated, and who shall help pass the refreshments. Do not embarrass a shy child by giving him undue prominence, but let him have something definite to do. It will take his mind off himself.

If guests can stay long enough, it is well to ask them to join in some little family game or at least to show them the children's favorite toys or hobbies. By so doing, you will make your friends

the children's friends too. Boys and girls in families where this is done look forward expectantly to a visit from "Uncle" Joe or Mother's friend, Mrs. Stevens, instead of getting that strained feeling which comes with the too-often-heard warning, "Careful! Company's coming!"

I know a mother who is so eager to have her children be courteous to guests that she is always giving orders and correcting their manners publicly. "Helen, get Mrs. Jones a chair, can't you? Billy, don't walk in front of people like that. What do you say, Peggy?"

Of course these children hate having company. It would be just as easy for their mother to say, "I think Helen could find a chair for you, Mrs. Jones. Couldn't you, dear?"

With children of seven or eight and up, it's a good idea to have a few secret codes in the family. Children adore codes, and when you say something about a "big storm" and your guest takes it at face value while the children know it means "Be careful not to interrupt," they positively delight in doing their share as members of a non-interrupting conspiracy. Make good manners fun!

### The Finishing Touches

A LITTLE later, as they become self-conscious and actually begin combing their hair and shining their shoes of their own free will, without being told, they will be glad to have you explain some of the finer points of good manners. You could even buy one of those informal books on teen-age etiquette and leave it around where they can read it without getting caught. Children are ultra-sensitive at this time, so take care that corrections are always private and tactful.

And finally, though children's manners, or the lack of them, are often riotously funny, *never* let them know you think so. Do your chuckling internally and keep a poker face. Make a good story of how Bobby thanked the policeman when he gave you a parking ticket on Main Street, and tell your husband *after* the young fry are asleep!

### A LETTER TO OUR READERS

Dear Readers:

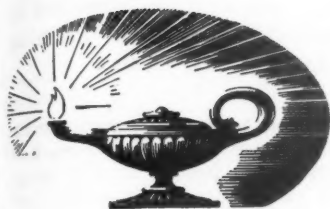
To you, the loyal and steadfast friends of the *National Parent-Teacher*, we extend our grateful thanks for the most successful year in our history. We wish we had the time and funds to send each one of you a personal letter of appreciation for your interest in our magazine—an interest that has made it possible for us to build our circulation to its present record peak.

As you know, the *National Parent-Teacher* carries no advertising and is wholly self-supporting. It relies on the word-of-mouth recommendation of subscribers like yourselves to grow in strength and gain in influence. In a very real sense, therefore, each new subscription has been the tribute of an old friend. To our friends both old and new we give the assurance that we shall continue to seek out the best thought in our land and to share it with you in the soundest and most helpful way.

Sincerely yours,

MRS. JAMES FITTS HILL  
President, National Parent-Teacher Magazine





# WHAT'S HAPPENING IN Education?

● With veterans crowding our campuses, many people think that boys and girls just out of high school are too immature to fit into the new college life. Do you think parents and teachers should encourage young people to wait a couple of years after graduation from high school before continuing their formal education?—Mrs. R. F. P.

● I have been asked to speak at a P.T.A. meeting on the crisis in education. Can you tell me where I can obtain facts and information for my talk?—Mrs. C. K. L.

**Y**OUR best source all under one cover is the new book by Benjamin Fine, reviewed in this issue of the *National Parent-Teacher*, page 30. It is called *Our Children Are Cheated*, and you will find in it all the facts about the crisis in education that have been collected by the N.E.A., the U.S. Office of Education, and professors of education. You will also find many interviews with teachers and school administrators, revealing what the crisis means in terms of individual lives.

● Our schools nowadays seem to use newspapers, periodicals, and other current materials almost to the exclusion of standard textbooks. Don't you think this practice is being carried too far? Aren't we merely giving our children a glib familiarity with the passing scene instead of providing them with the historical background necessary for a real understanding of fundamental issues?—E. G.

**T**HE best answer to your question appears in the recent report of a California project in which fifteen high schools took part. The two Stanford University professors who directed it sought to find out "which of the variety of current materials could best be used in the classroom" and develop "new teaching techniques to make the most of these new tools." In this project, current materials often became the basic text, whereas the textbook became collateral reading. What happened appears in a readable pamphlet entitled *Better Teaching Through the Use of Current Materials*. If you want a copy, write to Professor Lucien Kinney, School of Education, Stanford University, California.

Here are some of the results of this eighteen-month project as reported by the teachers:

Students in the project schools did as well on tests as did students in schools using the standard curriculum.

Project students "gained wider knowledge and better learning habits, together with increased understanding of historical perspective."

Students showed improved "interest, participation, and leadership."

They developed skill in detecting biases, prejudice, and opposing opinions.

**N**O, because unless a youth goes directly from high school to college the chances are he never will go to college. But let us take up your points one by one. "Crowded campuses"? Yes. Although the enrollment is the highest on record, it is now at the peak. Many colleges reported no increase this fall; others, no more than 5 per cent. By next fall most of the veterans will be sophomores, juniors, and seniors. Freshmen will find themselves sitting in classrooms with other high school graduates.

"Too immature"? Next year's freshmen won't be any more immature than freshmen have been for the last fifty years. "Wait a couple of years"? As I said, this is risky. Suppose a boy or girl lands a fairly good job. It takes will power to give up such a position. And if there is a marriage, then college is out the window. Furthermore, studying is an occupation that calls for definite habits and skills. The youth who breaks off his study habits finds them hard to recapture. Thousands of G.I.'s will testify to that.

**T**HIS department, now in its third year, is designed to give parents and teachers up-to-the-minute information on current educational trends, presented in the form of answers to questions from our readers. The director, William D. Boutwell, an educator and writer of broad experience, emphasizes not only what is going on in the schools today but what may be expected in the way of future practices. You are cordially invited to send your queries to the *National Parent-Teacher*.

The brighter students found current materials a stimulus to further study. Shy students became articulate. Dull students made displays, sought out information, felt that they were contributing to the work of the class.

The teachers also reported benefits for themselves. They learned how to lead their students in planning activities, and discipline ceased to be a problem.

With interest aroused, the teachers found that they could "educate the pupils by leading them toward new and significant understanding of the life both of the present and the past."

"Even the home benefited," declares the report. "In some cases parents, for the first time, read thoughtfully current materials brought home by their children, and with them were on the way to becoming . . . better informed citizens."

Well, there it is. You can't depend too much on one project, but ask yourself this question: What interests you most—the present, the future, or the past? I'll wager the present. Why should you expect boys and girls to be any different? And does it not follow that we may have more success arousing their interest in the past (the textbook) if we can ask them to look at it through the doorway of the present?

- Much has been written about adult and juvenile delinquency. It seems to me that *moral training* in the schools would help solve this problem. Shouldn't all schools have courses in character building, and shouldn't this be considered as important a subject as reading, writing, or arithmetic? I live in a rural community, and we have just organized a P.T.A. in our school. Most of the children are normal and well behaved, but as in all schools there are a few who fight and swear and one or two who just can't get along with the others. Few of the children attend Sunday school.

It seems to me that problems like these should be considered by every teacher and P.T.A. Church and state are separate, but there should be close accord between them. Do you agree?—Mrs. J. A.

**O**F course there should be, and many fine plans are in operation. However, the weight of best opinion is against a single course in character building. The American Educational Research Association says: "Character education is not an additional subject in the curriculum. . . . All the work of the school, the home, the church, and other organizations which assist the individual to adjust his behavior to the demands of social living is character education."

Mary Dabney Davis of the U.S. Office of Education knows as much about this subject and the relation between school and church as anyone in this country. I suggest you look up her chapter on character development, Chapter X, in Volume 1 of the 1934-36 *Biennial Survey of Education* (U.S. Office of Education). She has also studied and written about cooperative programs between school and church. If you drop her a line, I'm sure she will gladly give you more information.

(Editor's note: You may also be interested in the article by Vernon Jones, "Character Training That Counts," on page 7 of this issue.)

- Now that so many of our young men and women are going to college and professional school, will there be too many educated people in this country? One hears dire warnings—for example, that there will not be enough specialized jobs to go around and that other essential but less attractive jobs will go begging. What do you think?—A. J. K.

**I**'M sure you don't mean to suggest that our country or any country could have "too many educated people." What you mean, I take it, is that the boys and girls who prepare themselves for a specific profession may find it overcrowded.

If you look only at statistics, the facts give some support to such fears. A recent publication on careers says that the professions have a place for only 6 per cent of our population, and of this 6 per cent two in every five are women. Our present college enrollment of 2,330,000 runs somewhere between 12 and 15 per cent of its age group, so if all college students were graduated and all went into the professions, there would be two persons after every job.

If we examine the facts somewhat more closely, however, the prospect becomes less grim. Not all the 2,330,000 college students will graduate; 30 per cent may drop out. Nearly half of the two million are women, many of whom will follow the profession of homemaking, on which there is no ceiling. (No pun intended.) On the other hand, we shall need 500,000 more teachers by 1952, and we need more doctors right now. World rehabilitation requires thousands of trained persons, and many must come from the United States.

Then there is another trend that we must not lose sight of. Our machine world has need of technicians: the laboratory technician, the personnel director, the foreman, the manager. Jobs of this kind are on the increase. Twenty years ago we needed five technicians to every two professional workers. Today the ratio is five to one; in some industries it is as high as twenty technicians to every engineer. A technician must have more than a high school education, but he seldom needs a master's or doctor's degree. Sometimes two years of college will suffice, but since we have relatively few schools in the United States that train technicians, we must draw our recruits from among the college graduates.

For all these reasons I think we have little to fear from overcrowding in the professions. As a matter of fact, in fields such as medicine we should worry about present restrictions on enrollment—not about a surplus of graduates.

—WILLIAM D. BOUTWELL

# Poetry Lane



## For My First Grandson

It may be you are wise to look like me,  
Though people have never found my face a beauty,  
For bones are bones, and squareness may declare  
Anatomy is less handsomeness than duty.

I have never found the face was good  
At moments when I willed it to look double;  
A homely face is the best kind for a poet,  
A good face also in a time of trouble.

For such a face will never seem the worse  
For all the lines that life can leave upon it,  
The wearer will always look deep to find  
The light by which the face of things is lit.

My three names are good ones. Take them, boy,  
And welcome to the good the names have brought me.  
Two for strength, Robert, Peter, and one  
For the tenderness sorrow has taught me.

You will need two strengths, being a man,  
And sadness is the making of many a one.  
Take my face, wear it wide to the world,  
Be sad and doubly strong, my son of my son!

—ROBERT P. TRISTRAM COFFIN

## After Christmas

It's not the tree I'll miss so much;  
I shall not shed a tear.  
I'll go without the smell of pine  
Another year.

I'll watch the corner where it stood  
Revert to normalcy,  
Bewilderingly bare, bereft  
Too suddenly.

The baubles and the colored lights  
I'll quickly tuck away  
With sentimental trinkets, born  
Of yesterday.

The Christmas morning shouts are still,  
The boisterous joy,  
The wide-eyed, turbulent delight  
Of one small boy . . .

But I shall cherish memories,  
A sentimental miser;  
For next year he'll be six years old—  
And ages wiser!

—JEANNE WESTERDALE

## The Skier

A flash, and down the long white velvet slope  
The skier glides, a curving, poised descent  
Rolling the long hill under him, and so  
Unravels time itself. Now with knees bent  
He readies for the jump, and soaring high  
Is free of earth for fleeting seconds, then  
Meets the yielding snow, the flinty sting  
Of shining white. . . . Welcome, O Earth, again!

—AUDREY SWEET MOATS

## Young Chemist

Intent on scrawled figures in equation,  
He shoulders his acid-gnawed lab coat  
As though he were flexing uneasy wings.  
Unhood the falcon! Loose its muscled wings  
In that close, shelved room which locks the uni-  
verse in bottles.

He stirs vermillion liquid in a beaker,  
Measures a gray cone of powder on a filter disk,  
Pours, and quickens over a spike of flame  
Until the red foam crests in tumbling peaks  
of full reaction,

While the white wingspread of his brow  
Clips the upper air,  
Lifts, arches, approves,  
And swoops with pencil to equation,  
Taloned  
To its nuclear prey.

—DOROTHY MUMFORD WILLIAMS

## Winter Woods

A calm and quiet peace pervades  
The winter woods. The crimson shades  
Of autumn fires are banked with snow  
As we perceive no afterglow  
Of summer life, save where the track  
Of woodland folk criss-cross, swing back  
Across the trail and lightly trace  
A tangled web of time and place.  
The woods now still as huddled sheep,  
The brook that lies in charmed sleep,  
Both hide beneath the deepening snow  
And wait to hear our footsteps go.

—NORMA HELENA PAGE





## BOOKS in Review

**OUR CHILDREN ARE CHEATED: THE CRISIS IN AMERICAN EDUCATION.** By *Benjamin Fine*. New York: Holt, 1947. \$3.00.

**E**ARLY in 1947 Benjamin Fine, education editor of *The New York Times*, started on a tour of this country to inquire into the state of public education. He covered half the states of the Union, and everywhere he went he interviewed teachers, school officials, and civic leaders. What he learned from them and from his own observation is the marrow of this book. It tells a story no thoughtful citizen should fail to read and no reader fail to act upon.

Every chapter is an indictment of the present American public school system and of the citizenry whose laxity and lack of interest have allowed low standards to infiltrate what should be the stronghold of democracy. Together they give an impressive picture of the sad estate of the teaching profession, especially as practiced in the elementary school.

Unlike many other institutions in American life, the schools have not recovered the ground they lost during the war. Inadequate supplies, niggardly financial support, unequal educational opportunity—both as between states and as between social and economic groups—all these demand an immediate remedy. Yet, "educators throughout the country told me that without federal aid they saw little hope of developing an adequate program."

Speaking for himself, Mr. Fine states, "On the basis of evidence I have been able to gather, I believe that some form of federal aid bill is essential." It is possible, he maintains, to have aid without control, whereas "without federal assistance a solution of the crisis in education appears remote."

The facts here so vividly and concisely stated should be made known to every American voter, so that together we can fight with clarity and courage to right the wrongs that are cheating our children.

**TELL ME.** By *Ellen Wales Walpole*. New York: Hinds, Hayden, and Eldredge, 1947. \$2.75.

**E**VERY normal child asks questions, and many a harassed parent or teacher—hard put to answer them—would give a great deal for a ready source book in which the small inquirer could satisfy his curiosity for himself.

Ellen Wales Walpole, a wise teacher of small children, has been listening to the inquisitive chorus for many years. In *Tell Me* she puts her finger on the most persistent problems that perplex youngsters. She quotes such recurrent queries as "How high is the sky?" "Why do heavy boats float?" and "Is an elephant real?" Then she answers each one reasonably and clearly in ten engagingly illustrated chapters that tell successively about animals, plants, "myself," people, words, machines, things, places, the sky, and God.

Wherever there are small children—and the questioning age bumps right into the teens—this book will be found a wellspring of instruction and delight.

**SOME SPECIAL PROBLEMS OF CHILDREN AGED TWO TO FIVE YEARS.** By *Nina Ridenour* in collaboration with *Isabel Johnson*. Eight pamphlets. New York City Committee on Mental Hygiene of the State Charities Aid Association, 105 East Twenty-second Street, New York 10. 1947. Each pamphlet, 10 cents; packet, 75 cents.

**E**VEN though every father and mother fondly believes their child is unique, it is still true that most small children do behave very much alike. The authors of these eight valuable pamphlets assume that sooner or later any youngster between two and five is going to act in ways that seem objectionable to his elders. He will probably hurt other children, be destructive, use bad language, refuse to share, suck his thumb, forget his toilet training, masturbate, and have apparently baseless fears.

Each of these eight types of behavior is discussed in a separate pamphlet, but all use the same down-to-earth approach—that undesirable as these habits may be when carried too far, they are also natural, harmless, and usually soon outgrown. Excessive or prolonged indulgence in any one of them, however, is not naughtiness; it is a signal of distress. Remove the cause, and the behavior will right itself.

Any P.T.A. preschool study group may well add these attractive, unpretentious newcomers to its shelf of dependable reference tools.

**HOW LIFE IS HANDED ON.** By *Cyril Bibby*. New York: Emerson, 1947. \$2.00.

**I**T is always gratifying to discover a book that tells, without fuss or confusion, the story of reproduction. This is such a book, one that is meant to be read by children and younger adolescents and that contains all the information they need on this most important subject. Here the inquiring young reader will find a scientific presentation of biological facts, as applied both to human beings and to all other living creatures. He will find too a common-sense explanation of the place of tradition and social standards in the realm of sex relations. Drawings and diagrams make hard-to-understand ideas come clear.

The last chapter—"Any Questions?"—is especially helpful because it gives definite answers to a number of questions asked by young people to whom the author submitted his manuscript before publication. He also lists books and films on this subject and adds an excellent glossary of words peculiar to the field of sex education.

*How Life Is Handed On* will be warmly welcomed by parents and teachers who have long wanted an authoritative, simple account of what they too often tell as a halting and garbled tale.



## Pop Is a Parent, Too!

CHARLES W. PHILLIPS

*Second Vice-president, National Congress of Parents and Teachers*



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**S**TERN tradition used to decree that Father and Mother must each play a particular role in the home and that neither could invade the other's domain. Father was the head of the household and its provider, while Mother looked after its operation—the care and training of the children, the beautification of the home, relations with outsiders, and even the more intricate problems of the neighborhood. This division of labor went so far that both parents took a fierce pride in their work, assuming by a sort of unwritten law that no duties could be interchanged. Rare indeed was the man who liked and dared to wash dishes or put the baby to bed. Just as unusual was the lady of the house who openly managed business affairs. More often women could use their executive ability only in very subtle ways.

Since the children belonged in woman's sphere, most fathers actually did not have much to do with rearing and training them. And yet as a rule they had more formal education than did mothers and knew more about the ways of the world in government, commerce, and business. Because women were largely confined to the home, their opportunities for exerting their influence were limited. This was one reason why they were not always successful in dealing with their own and others' youngsters and in working for better schools and social legislation.

### Parents as Equal Partners

**T**ODAY, however, the picture has changed. There is a definite shift away from the old notion of divided family responsibilities. For one thing, the parent-teacher organization has long been urging men and women to work *together* for the welfare of children and youth in home, school, and com-

munity. This idea has been eating in on the consciences of men for more than fifty years, and as a result a million of the nearly five million P.T.A. members are fathers.

Yet there is still much to do. Just that many masculine names on our rolls do not signify great power. Only when all those thousands of men really give their active support to the parent-teacher program will that program reach its highest effectiveness. Let one of them quickly explain that nobody would want to exchange a hundred thousand women members, tried and true, for a like number of men; nor are men necessarily more forceful than women. What is important is that Mom is not the only parent in the parent-teacher movement. Pop is a parent, too. Both of them are needed in the P.T.A. Both have a responsibility, and without their wholehearted cooperation our civilization cannot progress as we believe it should.

What can Pop do, besides providing for his children, to fulfill his obligations to them and to their world?

First, he can learn more about his children's everyday life—and then make himself a place in it. A youngster, of whatever age, needs his dad. Very young children want the love and care of a father; they gain a sense of security from his strength of body and of character. Then when they begin to grow up, Father is even more in demand. Bud needs his companionship on the athletic field, on fishing trips and other outings. Sister can get from her dad a yardstick by which to judge the boys who take her to the movies and with whom she dances, plays, and works. It's good, of course, for her to have the companionship of boys her own age, but she needs to measure them by definite standards. Perhaps no single task is harder for the girl than building a philosophy of relationships with the opposite sex.

Interestingly enough, Father usually enjoys this friendship with his children and benefits more

from it than he had any idea he could. It keeps him young; it adds to his poise; and it certainly gives him a better understanding of other people. Pop needs more education, too, and this is a grand way for him to get it. *Father your brood, Pop!*

### Lesson Number Two

**S**ECOND, he can learn about his school system—the place where his children spend so many of their waking hours. The school is his responsibility as well as his blessing. And just as the school is no longer set apart from the community, neither can business and professional men detach themselves from the agency which, more than any other, influences their growing children. Pop must realize that school taxes are not assessments; they are gilt-edged investments in the future of his town, his state, and his nation.

Pop ought, therefore, to know about the personnel, the curriculum, the physical layout, the budget, and the philosophy of the school. What is it trying to do with his boy or girl? Is the school system a good one? Maybe it isn't as good as it should be. Maybe there are deficiencies. Whose job is it to help correct them? Whose but Dad's? If there are especially commendable practices, then the school personnel needs a pat on the back. The whole school program may need some defense against those who are thoughtless and ignorant about what is to be done. What a chance for the two-fisted, rough-and-ready, hardheaded (or whatever else Dad thinks he is) businessman to come to the rescue! *Know the school, Pop. It's yours.*

Third, because he is responsible for the home where his children live and for the school where they are getting an education, Father surely owes it to himself to join an organization whose aim is to unite the efforts of home and school for the welfare of all children and youth. Through this organization he can make his voice heard, his opinions felt, not only in his own household but in his neighborhood and his community. There he can help give children a better chance to become the upstanding men and women so needed in this modern day. Moreover, *concerted action* is the best way to build the right philosophy into our civilization. The P.T.A., as a cementing and stabilizing force in the community, has played a tremendous part in the educational and social progress of our country during the past half century.

Without such a force in the land, our great American system of public education could not have come into its greatness. The recent educational crisis has shown us once again that if the schools are to succeed at their job, they must have the support of the public, the people who are capable of making things come to pass. Public education, publicly financed, depends on public-minded citizens. To build and sustain such a citizenry is a fundamental task of the P.T.A.

There is a challenge for Pop, too, in that the parent-teacher organization reaches far beyond his own community. It stretches into every corner of his state and into every state in the Union; it joins the hands of millions of parents and teachers working in the interest of all the children of all the people in our country. Only through organized, concentrated action will come the greatest good to the greatest number. *Join the P.T.A., Pop, and be a force in your school, your community, your world.*

### Power for a Mighty Movement

**F**OURTH, by serving as an officer or chairman in his P.T.A., Pop can use his leadership abilities for the benefit of the entire organization. A wealth of productive energy is available among the thousands and hundreds of thousands of P.T.A. members. That energy must be harnessed and put to work, but this cannot be done without the leadership of men as well as women.

It's Pop who is accustomed to working in groups; it's Pop who takes the lead in many of the affairs of daily life. Why shouldn't his ability add much to the program of his P.T.A.? Trained and experienced in executive procedures, he can serve on committees with ease and efficiency, organize his forces so that all the man- and woman-power at the command of the P.T.A. can be employed to fullest advantage. No man has a right to sit back as a mere passive member when he might be an outstanding leader in the righteous cause of childhood. *Get in there and pull, Pop. Don't just ride!*

And what will Pop get out of all this? No greater compensation can come to a parent or teacher than to see "his own" come into their own. And fathers are no exception. They too are parents, by biology and by law. If they want to uphold the inalienable rights of parenthood, they have an obligation to serve their day and generation by doing all in their power for the boys and girls within their sphere of influence.

WHAT a father says to his children is not heard by the world, but it will be heard by posterity.

—JEAN PAUL RICHTER

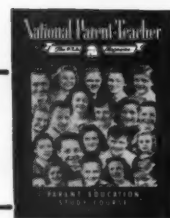
# STUDY COURSE OUTLINE

• Based on the article

## *The Kiss and the Quandary*

• See page 4.

## PROBLEMS OF THE SCHOOL-AGE CHILD



DIRECTED BY RALPH H. OJEMANN

### Outstanding Points

I. As all parents know, dating is a most important activity to the adolescent, involving much of his time, thought, and energies.

II. Adolescents who have learned to think of others and be good companions are equipped to take dating in their stride, especially if they have developed their individual interests and abilities.

III. Among boys and girls who like each other and who have known each other for considerable time, some expression of affection such as a good-night kiss is to be expected. The important problems arise when lovemaking becomes the main and all-absorbing activity.

IV. One way of keeping young people from becoming absorbed with petting is to encourage an interest in a variety of activities. Parents may do this by:

a. Making their children's friends welcome.

b. Keeping on hand a plentiful supply of refreshments and other aids to teen-age entertainment.

c. Being more concerned about providing opportunities for interesting activities rather than about wear-and-tear on the house.

d. Counseling with their children in such a way as to foster in them the attitudes and principles needed for making sound judgments about other people, particularly about the opposite sex.

V. Going steady has advantages and disadvantages. These should be discussed with young people in an informal family council.

VI. Guiding an adolescent successfully does not mean that parents must know all the answers. Rather, it means that parents and children together accumulate a stock of ideas and information and then use this stock to help them weigh the pros and cons of an issue.

VII. Counseling services by experts are today more generally available to young people and their parents.

VIII. When parents work out problems with their children rather than for them, both parents and children grow. This is one of the great rewards experienced by people who work together in confidence and respect.

### Questions To Promote Discussion

1. Why is it that parents are often not aware that social customs and conditions have changed since they were young? What can they do to become more aware of the way young people look at their problems?

2. What are some of the factors that make answering the question "When is a boy or girl old enough to have a date?" dependent on the individual child rather than on abstract principle?

3. In what situations might the rule "Be in by ten o'clock" be a poor one for a sixteen-year-old?

4. What are some ways, other than those mentioned in the article, in which parents can help adolescents keep interested in many activities rather than becoming too absorbed in petting?

5. Make a list of the things you think a twelve-year-old should know so that in later years he may use good judgment in solving boy-girl problems.

6. What are some ways in which parents can help ten-, eleven-, and twelve-year-olds to earn the respect of others? How may they hinder this process?

7. Can you think of any reasons why present-day parents should learn more from counseling with their adolescent children than did the parents of two or three generations ago?

8. Name some of the things that certain parents you know have learned from discussing problems with their adolescent children. How, if at all, has this learning helped them?

9. What are some pamphlets on dating, petting, and marriage you would like your son or daughter to read?

10. Helen, sixteen years of age, is dating with Joe. Her parents think that his family is worthless and that he is not worthy of their daughter. How would you suggest they begin to discuss the subject with Helen?

11. George is seventeen. He has never had a date, avoids walking with girls, and feels ill at ease when he has to speak to them. Can anything be done to help him?

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## Oklahoma Pioneers in School-Community Cooperation



Mrs. S. S. Matofsky  
President  
Oklahoma Congress

**T**HE headlines were large in Oklahoma's newspapers last year: **SCHOOLS IN CRISIS—NO MIGRATION OF TEACHERS FROM OKLAHOMA, ASKS AUTHORITY — TEACHER SHORTAGE CLOSES SCHOOLS—SCHOOL BLOC MEETS TO PLAN NEW STRATEGY — TEACHERS THREATEN STRIKE.** These and similar inflammatory phrases, added to a legislative battle that left scars which only the years will heal, provided the Oklahoma Congress of Parents and Teachers with many hours of thought and discussion. Obviously the schools needed help, and just as obviously the securing of that help must be a cooperative venture on the part of all citizens. Yet the gap between school and community was apparently widening every day. The time was ripe, decided the Oklahoma Congress, for a pioneering job in the field of school-community relations.

But where were they to start? Why not with the people who were best able to interpret, through the P.T.A., the needs of the school to the community—the teachers themselves? Much could be done, it was felt, in two related areas: the training of prospective teachers and the in-service education of present teachers and administrators. Both groups could make a study of what might be called the public relations aspect of their profession.

Some groundwork for fostering better school-community relations had already been laid in the various teacher training institutions. Fresh impetus was added last March, however, when the National Congress sent its extension specialist, Mildred Wharton, into Oklahoma. With Mrs. Margaret Welden, director of field service for the Oklahoma Congress, and certain members of the board of managers, Miss Wharton visited eight of the state's teacher training institutions. On each campus she discussed the philosophy and program

of the National Congress with students, faculty, parent-teacher members, and in-service teachers, pointing out the vital importance of preparing teachers for effective P.T.A. activity.

### A Project Gains Vitality

**G**REAT interest was shown by all who took part in these discussions, yet no concerted action was immediately forthcoming. It was evident that further stimulus was needed before practical steps could be taken toward school-community cooperation. The Oklahoma Congress therefore made careful plans for a two-day meeting in the fall. The first day would be devoted to a consideration of the preservice training of teachers for work in this field, and the second day to a discussion of ways to reach the in-service teachers and administrators.

October 21 found representatives of eight teacher training institutions meeting together on the campus of the state university with the president of the Oklahoma Congress; Miss Wharton; Boyd Gunning, the state chairman of the committee on cooperation with colleges; and Mrs. Welden. Alice Sowers, director of the Oklahoma Family Life Institute and a former vice-president of the National Congress, also conferred with the group. Ideas were exchanged on how school-community cooperation might be taught, on how to incorporate such material into present courses, and on the need for adapting the National Congress *P.T.O. Unit* to the requirements of this state.

Upon each of these points the group not only came to definite agreement but also arrived at a course of action. Furthermore they recommended that the Oklahoma Commission on Teacher Education be asked to make a course on school-community cooperation a prerequisite for the certifica-



tion of all teachers. So fruitful was the meeting, so earnest and enthusiastic were the participants, that under the leadership of Mr. Gunning they formed themselves into a permanent committee to expedite and to coordinate this phase of the program. One of the committee's first jobs will be to revise the National Congress unit on the parent-teacher organization for use specifically in Oklahoma.

The second day, October 22, was given over to a thorough discussion of the school crisis. The same representatives of the National Congress and the Oklahoma Congress met with members of the various departments of the Oklahoma Education Association, again on the university campus. First came a speedy acknowledgment that the school situation was indeed critical and that it could be permanently improved only by a better understanding between the public and its schools. Then came a down-to-earth conference on the in-service education of teachers and administrators in the field of school-community cooperation.

All possible methods of exchanging ideas, information, and assistance between laymen and schoolmen should be adopted at once, the group decided. They then proposed a series of steps to carry out this decision: The *Oklahoma Parent-Teacher* would inaugurate a monthly feature presenting facts about educational problems from the teacher's point of view. In turn the *Oklahoma Teacher*, publication of the O.E.A., would devote a page each month to the program and activities of the Oklahoma Congress, and all O.E.A. divisional bulletins would likewise carry parent-teacher news. Oklahoma Congress leaders would be asked to make major presentations at the

O.E.A. convention in February, and each of the section meetings would include a panel discussion on problems common to both parents and teachers. Finally, the group agreed that material on school-community relations be embodied in all in-service training classes throughout Oklahoma.

### A Triumphant Alliance

TRULY these two days of intensive conference brought remarkably swift action in the form of two excellent, workable programs for the entire state. Every teacher training institution is now in a position to give its students a chance to study the parent-teacher movement as a means of linking the relations of school and community. Moreover, from now on in-service teachers and administrators will learn, both from the courses they take and from their own professional organization, how they may work more closely with the P.T.A. in interpreting school needs to the public at large.

Scarcely a month after this meeting came the welcome news that the University of Oklahoma is tentatively planning to inaugurate, in the College of Education, a graduate course on school-community relations, with special emphasis on the parent-teacher movement and its significance. As taught during the summer of 1948, the course will reach mainly school principals and superintendents. One section, however, will be a workshop on school-community cooperation that, while stressing leadership training, will look toward the establishment of a center where even greater strides may be taken in this all-important field.

—FRANCES MATOFSKY

To bring the schools to the people, department officers of the Oklahoma Education Association and faculty members of the University of Oklahoma meet with Oklahoma parent-teacher leaders. At far right, front row, is Mildred Wharton, National Congress extension specialist. In the second row, at left, are Boyd Gunning, state chairman of cooperation with colleges, and Alice Sowers, former vice-president of the National Congress. Mrs. Matofsky, state president, is fifth from the left, and second from the right is Mrs. Margaret Welden, director of field service for the Oklahoma Congress.



# Louisiana P.T. A. Fights for the Land

**I**N the past few months such words as "hidden hunger," "soil suicide," and "sound community economy" have become alive with meaning throughout the whole state of Louisiana. Ever since the Louisiana Parent-Teacher Association began a dramatic educational campaign at its twelve district meetings last fall, a goodly part of the state has learned the tragedy of soil erosion.

Realizing that the people of the state must know the facts before they can take organized action to conserve Louisiana's precious topsoil, the state parent-teacher leaders chose an expert to tell the story at each of those district meetings. John W. Cockerham, of the U.S. Department of Agriculture Soil Conservation Service, presented by pictures and by lecture "The Relationship of Soil Erosion, Soil Fertility, and Human Health." Mr. Cockerham was accompanied by the president of the Louisiana branch.

Those who attended the meetings were profoundly impressed with one simple fact: If we continue to destroy our soil, our children will go hungry. Louisianians who viewed the pictures of the eroded wastelands of their own state can now read between the newspaper headlines describing the hunger and famine in large parts of the world today. They saw pictures of worn-out soil and impoverished people—and other more hopeful pictures illustrating how, under intelligent, scientific farming conditions, lands may be reclaimed, fertility restored, and further erosion stopped. In these sections of the state, prosperity has come to the farmer, and school, church, and community all share in its benefits. The fact that this was no dream of the future but a present actuality was demonstrated when the lecturer named both the areas and the people.

## Soil—Salvation of the People

**H**OWEVER, he pointed out again and again that saving soil, water, and forests in Louisiana must never be an end in itself; its only purpose is to provide better lives for the people. All that we are—physically at least—depends on what we eat, drink, and breathe. Indeed, the soil in which our food is grown largely determines our health, our intelligence, and to some measure our character.

For a great many years people have been robbing poor and good soils alike of the very substances that are necessary for growth, resistance to disease, and long life. But poor soils are sick soils, and sick soils mean sick crops, sick animals,



Mrs. W. S. Vincent  
President  
Louisiana Congress

and sick people. This is why physicians and nutritionists are convinced that we must make an all-out effort to prevent illness by building physical health with naturally fortified food elements.

To illustrate this point, the speaker showed his audiences pictures of rats, guinea pigs, and other laboratory animals who were denied the proper minerals in their food. A test with rats

proved that decreasing the calcium in their diet limited their size, the development of their bone structure, their general health, and also their intelligence. Therefore land that is poor in minerals and produces inferior foods for men and animals cannot fail to undermine the population.

The parent-teacher members were stirred by this information. They heard, in summary, that our land is still being washed and blown away and that our soil continues to grow poorer. More and more of Louisiana's people suffer from nutritional diseases; more and more of them are living in poverty on lands that were once rich and fertile.

Convinced that the problem of soil erosion is everyone's concern, the Louisiana Parent-Teacher Association, through its educational programs, is showing the citizens of the state how technical assistance may be secured—that is, from the Soil Conservation Service of the United States Department of Agriculture, from the respective parish (county) agriculture agents, 4-H clubs, U.S. Public Health Service units, and other agencies. This state branch is calling on the legislature and on Congress to provide better conservation laws and adequate funds to extend needed services. It is appealing to bankers and credit associations to make necessary loans to farmers, and it is requesting housewives and the buying public to demand fresh produce grown from rich soil.

The success of this educational campaign to awaken the people of Louisiana has been assured by the enthusiastic interest of parent-teacher leaders and members who attended those twelve district meetings last fall. The newspapers not only covered all the meetings but published thoughtful editorials on the subject of soil conservation. Public libraries are providing selected reading materials for parent-teacher study groups and programs. So much has already been accomplished that the Louisiana Parent-Teacher Association foresees notable success for its united, long-term drive to stop soil suicide, build sound community economy, and prevent the hidden hunger of too many of Louisiana's men, women, and children.

—MARGUERITE A. VINCENT

# STUDY COURSE OUTLINE

- Based on the article  
**Character Training  
That Counts**

- See page 7.

## PROBLEMS OF THE PRESCHOOL PERIOD

DIRECTED BY ETHEL KAWIN



### About Our Study Course Article

THREE years ago, in a nation-wide survey, the National Opinion Research Center at the University of Denver asked the general public: "What do you think is the most important thing for children to get from their education in school?" In the answers of the American people to this searching question, "Character education" tied with "Academic subjects" for first place. Analysis of the replies revealed that the more schooling people have, the more important they think character education is.

These are encouraging facts. Yet the school can only supplement what the home does to help children develop good character, because the foundations of character are laid primarily in the child's preschool years. It is for this reason that the fifth article of our 1947-48 study course deals with character training. We asked Vernon Jones to write that article for us because he is a recognized authority in the field of character education and the author of the chapter on character development in the 1946 *Manual of Child Psychology*.

### Suggestions for Programs

FOR the study group meeting on "Character Training That Counts" it would be interesting to plan a symposium consisting of a child psychologist, a Sunday school teacher of young children, a nursery school teacher, and a parent. Each one might talk briefly on character education as he tries to practice it in his or her own special role as psychologist, teacher, or parent. If professional persons are not available, a round table of fathers and mothers might present a very stimulating program by taking up, one by one, the points listed below.

### Pertinent Points for Discussion

1. Discuss the similarities and differences between *character* and *morality*; between *character* and *personality*.
2. What do we mean when we say that character education is based on values—that is, on the things that a person considers worth striving for in life?
3. Why is creativeness important in the development of character?
4. Little children at first have no understanding of property rights. It is hard for them to recognize the difference between what belongs to them and what belongs to other people. How would you go about helping a little child to understand why he cannot take possession of another child's toy or of play materials owned by the nursery school?
5. What is the relation between the level of a child's intelligence and the kind of character he may develop?
6. Make a list of the influences that affect character

development. Why are the examples set by parents so important?

7. Try to outline the major steps a parent should take in building the foundations of good character during the preschool years. How can a father and mother help their child to *understand* the character standards they themselves set. Why is it better to do this instead of just telling the child, "You must do this because I say it is right" or "You must not do that because I say it is wrong."

8. What are the best forms of rewards and punishments? Why is it better, when possible, to reward a child for good behavior than to punish him for bad? Can you point out the differences between a reward and a bribe?

9. What do we mean when we say that character traits are first learned in specific life situations and then gradually become generalized so that eventually a child comes to be considered either honest or dishonest, brave or fearful, kind or cruel?

10. Why do we believe that persons of good, strong character have a richer and more satisfying life than those of weak character?

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# Motion Picture PREVIEW

FOR some fifteen years educators have been trying to find out just what is the best educational technique for teaching children how to evaluate the motion pictures they see. The problem has not been easy, for whenever a teacher attempts to discuss films with students, a barrier is too often set up. One reason is that most teachers do not go to the movies as often as young people do and therefore are not as sure of their ground as they might be. Moreover, adults are frequently tempted to force their own tastes upon youth, thus preventing a frank exchange of opinion.

Possibly the most effective classroom method is that in which the teacher listens to her students' evaluation of films they have seen at their neighborhood theaters. Under this plan teacher and pupils can learn from each other. Children are often very competent in weighing the artistic and technical merits of a motion picture, but they are not equally able to determine ethical and cultural values. Here is where the teacher can challenge her students to think clearly and to put their thoughts into words. Together, the teacher and class can then establish standards of judgment.

A FAMILIAR variation of the listening method is to form the class into a committee with an elected chairman who takes charge of the discussion. Each pupil is expected to give a three-minute review of a movie he has seen, including title, cast, director, a résumé of the plot in not more than five sentences, and perhaps a brief comment on the music and the general theme or message of the film. (See page 36 in "Children's Motion Picture Entertainment—Whose Responsibility?" appearing in the June 1947 issue.)

By using the listening technique, a skillful teacher can lead her class into a search for true values and yet retain all the spontaneity and enthusiasm that children invariably bring to any discussion of films. And before long, young people become remarkably adept at evaluating characterizations and ethics. Indeed, after a few weeks of this sort of training, their maturity of judgment will amaze an adult reviewer and keep him on his toes, to say the least.

As a parent, you may also want to try this method to your own satisfaction. Invite a group of young people into your home and turn the conversation to the topic of movies. You will find it good fun, though you may be hard put to hold your own. In addition to learning something about films, you may rest assured you will learn a good deal about what youngsters think of life in general.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES  
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA  
CONGRESS, WITH THE ASSISTANCE OF MRS. PAUL A.  
QUEEN, REPORT CHAIRMAN

## JUNIOR MATINEE (From 8 to 14 years)

**Driftwood**—Republic. Direction, Allan Dwan. This simple, homely human-interest tale combines gentle comedy with tearful pathos. It is the story of a precocious little girl, a lovely collie, and a young doctor who fights spotted fever. The child Jenny, who quotes Scripture, wends her way into the hearts of all. Too little is seen of Charlotte Greenwood, with her flawless timing and quick changes of mood. Though it carries no profound message, the film is wholesome entertainment for the entire family. Cast: Ruth Warrick, Walter Brennan, Dean Jagger, Charlotte Greenwood, Natalie Wood.  
Adults 14-18 8-14  
Good Good Good entertainment

**The Exile**—Universal-International. Direction, Max Ophüls. A tale of romance and adventure based on an episode in the life of Charles II while he was an exile in Holland. Because Cromwell's Roundheads are determined to prevent the king from returning to the British throne, daring feats provide some exciting moments. A charming newcomer to the American screen, Paule Croset, plays the Dutch girl on whose tulip farm the exiled Charles finds sanctuary. In the end, however, it is shown that high position and leadership carry with them responsibilities entailing personal sacrifice. The music suggests beautifully the mood of tenderness as well as of royal dignity. Cast: Douglas Fairbanks, Jr., Maria Montez, Paule Croset, Henry Daniell.  
Adults 14-18 8-14  
Excellent Excellent Yes

**The Road to Rio**—Paramount. Direction, Norman Z. McLeod. Those two versatile American funsters, Bob Hope and Bing Crosby, frolic through another farce in which the two heroes vie for the attention of Dorothy Lamour. An exciting, fast-moving plot is skillfully handled to keep the audience in an uproar of laughter. The Andrews Sisters' singing of some catchy new tunes, the ridiculous pantomime of the Wier Brothers, and a new love song or two crooned by Bing are interjected into the plot. *The Road to Rio* is a picture the entire family will enjoy for its pure, unadulterated fun. Cast: Bing Crosby, Bob Hope, Dorothy Lamour, Gail Sondergaard.  
Adults 14-18 8-14  
Good comedy Hilarious Exciting and fast moving

## FAMILY (Suitable for children if accompanied by adults)

**Cass Timberlane**—MGM. Direction, George Sidney. This uncommonly well-told screen adaptation of Sinclair Lewis' novel is heartwarming through its human appeal. If for no other reason, this picture has merit because of the opening speech in which the hero upholds the sanctity of marriage and deplores the attitude of those who rush too carelessly into it, only to seek the divorce court later. The hard-drinking, high-

living crowd are not the likable people in the story. Cast: Spencer Tracy, Lana Turner, Zachary Scott, Tom Drake.

Adults	14-18	8-14
Excellent	Yes	Of little interest

**The Fugitive**—RKO-Radio. Direction, John Ford. A deeply emotional religious drama that deals with a period of history in a Latin-American country when the churches were destroyed and the priests outlawed. Authentic Mexican background of missions, courtyards, and landscapes, an able cast, including many natives, and understanding direction by John Ford make this a memorable film. Though it is full of violence, social upheaval, and injustice, the production has artistic values that make it interesting and thought-provoking fare. Cast: Henry Fonda, Dolores Del Rio, Pedro Armendariz.

Adults	14-18	8-14
Memorable	Yes	Yes, though mature for most

**Green Dolphin Street**—MGM. Direction, Victor Saville. This exciting drama of epic sweep is an unusually faithful screening of Elizabeth Goudge's best-selling novel. The photography is exceptionally realistic and picturesque, especially the scenes of the earthquake and the spectacular tidal wave. The early nineteenth-century costumes are exquisite, varied, and effective. The entire cast provides outstanding characterizations that are sure to prove satisfying to readers of the book. Although the plot is intricate, the dramatic conflict is most satisfactorily resolved, and some fine philosophy is expounded. Cast: Lana Turner, Van Heflin, Donna Reed, Richard Hart, Frank Morgan.

Adults	14-18	8-14
Exceptional	Yes	Yes

**It Had To Be You**—Columbia. Direction, Don Hartman and Rudolph Mate. A gay, rollicking farce with a plot that is pure whimsy. Ginger Rogers appears at her amusing best, and Cornel Wilde proves that he is a fine comedian as well as an able dramatic star. The story? A wealthy New York girl cannot bring herself to marry any one of her various suitors because she is still subconsciously in love with a boy she met when she was only six. The settings are luxurious and the costumes beautiful. Too sophisticated and amorous for young children. Cast: Ginger Rogers, Cornel Wilde, Percy Waram, Spring Byington.

Adults	14-18	8-14
Excellent entertainment	Sophisticated but interesting	Too mature

**Night Song**—RKO-Radio. Direction, John Cromwell. Excit-



Douglas Fairbanks, Jr., and Paule Goddard as the exiled Charles II of England and his Dutch sweetheart in *The Exile*.

ing music, superb direction, both dramatic and musical, and perfect casting mark this musical drama as definitely unusual. Music played by Artur Schnabel and the New York Philharmonic Symphony Orchestra is uplifting, carrying its audience out of this humdrum world into the realm of artistic creation and genius. Background scenes of New York and especially of San Francisco's clanging cable cars and foghorns are nostalgic. Credit should be given to the fine screen play for its intelligent dialogue and character development. Cast: Dana Andrews, Merle Oberon, Ethel Barrymore.

Adults	14-18	8-14
Excellent entertainment	Yes	Yes, because of the music

**The Roosevelt Story**—Tola-United Artists. Producers, Martin Levine and Oliver Unger, in association with Harry Brandt. A biography of the late President Franklin Delano Roosevelt having as its cast the people who actually lived and worked with him. The excellent selection of excerpts from newsreels is interesting and educational for many reasons. These reels not only reveal how greatly motion picture techniques have improved, but they also give a comprehensive picture of life in Europe and the United States during President Roosevelt's lifetime. The narration has been written by those who held him in highest esteem and affection.

Adults	14-18	8-14
Interesting	Yes	Yes, if interested

**Song of My Heart**—Monogram. Direction, Benjamin Glazer. This film offers to the public some of the world's most beautiful music, brilliantly rendered. It is the story of the adult life and loves of Peter Tchaikowsky, as told by the son of the man who knew him most intimately, his servant and friend, Stephen. Frank Sundstrom gives a satisfying interpretation of the great Russian, and the supporting cast is adequate. The play of life's emotions on the composer, who in turn translates them into wonderful music, is a quality that can be understood and appreciated best by mature persons. However, the picture will appeal to the whole family. Cast: Frank Sundstrom, Audrey Long, Gale Sherwood, Sir Cedric Hardwicke.

Adults	14-18	8-14
Exceptional	Good	Yes, because of the delightful music

**That Hagen Girl**—Warner Brothers. Direction, Peter Godfrey. This absorbing human story, laid in a small midwestern town, shows the evil and tragedy that malicious gossip can bring in its train. It tells of Mary Hagen, an adopted child, who lives under the stigma of suspected illegitimacy. The direction is unusually good, continuity straightforward, and the suspense—which hinges on Mary's true identity—is maintained until the unexpected happy ending. Cast: Ronald Reagan, Shirley Temple, Rory Calhoun.

Adults	14-18	8-14
Very good	Good moral lesson	Of little interest

## ADULT

**Forever Amber**—20th Century-Fox. Direction, Otto Preminger. The superbly produced but tawdry story of a vain, ambitious, and unscrupulous girl who climaxes many affairs by becoming the mistress of Charles II. Seventeenth-century England is reproduced with care for detail, with gorgeous costumes and lavish sets. At times the music is almost overpowering. Although Amber fails to achieve what she has been striving for—marriage to the one man she really loves—the fact that she is surrounded by ill-won luxury makes the picture extremely bad for those who tend to be impressed by material gains. A picture for mature persons who will understand the real moral of the story. Cast: Linda Darnell, Cornel Wilde, Richard Greene, George Sanders.

Adults	14-18	8-14
Good because of the excellence of production	Bad moral values	No

**So Well Remembered**—RKO. Direction, Adrian Scott. True-to-life portrayal of conditions in an English mill town, so cleverly written—by James Hilton—and skillfully directed that interest never lags, despite its crusade-for-slum-clearance theme. Though it is serious and often sad, a splendid cast keeps the story from becoming maudlin. Sordid bits and much drinking make it unsuitable for children. Though not happy entertainment, this picture carries a challenging message for mature audiences. Cast: John Mills, Martha Scott, Patricia Roc.

Adults	14-18	8-14
Very interesting	Little interest	Too heavy

## Looking into Legislation

THE United States has consistently taken the lead in proposing cooperative international action to break down trade barriers and to expand international commerce. As early as December 1945 American trade specialists had drawn up a code of international trade principles published as *Proposals for Expansion of World Trade and Employment*, which suggested that a world trade charter provide for international agreement by:

1. Reducing trade restrictions and discriminations imposed by governments.
2. Eliminating restrictions on trade imposed by private business groups.

3. Preventing, by intergovernmental action, disorder in world markets for certain primary commodities.

4. Seeking full employment by cooperative rather than by conflicting nationalistic measures.

5. Establishing an international trade organization to administer the world trade charter and to provide an effective forum for future negotiation of problems of international commerce. (Such a charter would provide the machinery to carry out the international trade objectives of the Atlantic Charter, the lend-lease agreements, the Bretton Woods Agreements, and the United Nations Charter.)

The Economic and Social Council of the United Nations, at its first session in February 1946, adopted a resolution calling for an international conference on trade and employment. At that time it established a preparatory committee to set up a draft agenda for the conference and to prepare a draft charter for the proposed trade organization.

The first session of the preparatory committee, held in London in October and November 1946, produced a preliminary draft of articles embodying many of the points suggested by the United States. The draft charter was then completed at the second session of the committee, which convened in Geneva, April 10, 1947.

Next an interim report was made to the fifth session of the Economic and Social Council, which resolved to hold the United Nations Conference on Trade and Employment at Havana, Cuba, on November 21, 1947.

THE draft charter, as it now stands, lays down a body of rules for member countries to observe in conducting international commerce and creates the ITO to facilitate the operation of these rules. It contains changes obtained by the United States in response to criticisms and suggestions made by various groups and in hearings held by the Senate Finance Committee and the Executive Committee on Economic Foreign Policy.

During the summer and fall the charter has been studied by the countries invited to participate in the Havana conference. The final version will be the joint product of the nations assembled there in November.

Coordinated with the United Nations by the Economic and Social Council, the proposed ITO would gear its work closely to that of other international economic agencies. For instance, the work of the International Monetary Fund in facilitating foreign money exchanges and in stabilizing currencies and the work of the International Bank for Reconstruction and Development in increasing the productive capacity of the world are both essential to the whole job of expanding world trade.

Then, too, because primary commodity production is a principal interest of the Food and Agriculture Organization, that agency would also become intimately associated with the ITO. The International Labor Organization's concern with employment and labor conditions throughout the world gives it a special interest in the ITO employment proposals. The Reciprocal Trade Agreements Act enables the United States to reduce tariffs effectively as proposed. Loans made by the Export-Import Bank and the special credit extended to Great Britain are similarly directed toward revived production and trade expansion.

## Contributors

Sensible and lively articles by RHODA W. BACMEISTER have been appearing in our magazine since 1932, always reflecting her exceptionally well-rounded experience as mother, teacher, camp director, and author. She is a child welfare specialist of note, particularly in nursing school work. Two of her best known books are *Growing Together* and *Caring for the Run-About Child*.

EVELYN MILLIS DUVALL writes from the strategic post of executive secretary to the National Conference on Family Relations. Her outstanding books, articles, and public speeches have had a wide and wholesome influence on puzzled teen-agers, young married couples, and countless parents. In preparing this month's article Mrs. Duvall was joined by MARTHA SCHILLING, who has ably assisted her in several projects and, like Mrs. Duvall, has adolescent children of her own.

VERNON JONES is chairman of the department of psychology and education at Clark University. His work in character education constitutes a distinct and distinguished contribution to our understanding of this demanding field. Among the books which he has written are *Character and Citizenship Training in the Public School* and *Character Education Through Cases from Biography*. Dr. Jones is the father of two girls.

KATHARINE F. LENROOT is the highly respected chief of the U.S. Children's Bureau. Her appointment as United States representative on the executive board of the International Children's Emergency Fund is but one of the latest examples of the confidence reposed in her by our government and people. Expert among experts at numerous child welfare gatherings, Miss Lenroot has earned the esteem of all who work for a better world.

CLARA S. LOGAN is now serving her fourth year as radio chairman of the largest parent-teacher district in the country, the Los Angeles Tenth District. To this position she has brought the keenly assimilated experience of three years as motion picture chairman for the John Burroughs Junior High School P.T.A., also of Los Angeles. Mrs. Logan has done considerable research on the educational possibilities of radio.

As this issue goes to press, BONARO W. OVERSTREET and her husband, Harry A. Overstreet, are expected in the National Office soon. Here they will spend several days conferring on their cooperative task—preparation of a social analysis of the parent-teacher movement as seen against the whole background of adult education in America. Dr. and Mrs. Overstreet will also lecture in and around Chicago during December.

This month's "P.T.A. Frontiers" were prepared by Mrs. S. Matofsky, president, Oklahoma Congress; and Mrs. W. S. Vincent, president, Louisiana Congress.

The world is now experiencing great shortages of basic commodities. In many cases, transportation is disrupted; lack of food is causing great human distress; the political futures of several countries are uncertain; and useful foreign credits are difficult to obtain. The success of the Marshall Plan depends on the establishment of the ITO. After winning the war, we shall lose the fruits of victory if this plan fails and no International Trade Organization is set up to expand world economy, to improve human welfare, and to provide a foundation for security and peace.

Eventually, the proposed ITO charter will come before the Eightieth Congress for approval. It is our duty as citizens of a great democracy to be intelligently articulate about the issues involved and to increase public understanding of them. Our foreign policy is nothing without public support.

—EDNA P. COOK



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**Wisconsin:** Mr. A. W. Zellmer,  
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**Wyoming:** Mrs. O. N. Summers,  
707 South 15th Street, Laramie

## NATIONAL OFFICE: 600 South Michigan Boulevard, Chicago 5, Illinois

Eva H. Grant, Editor, Publications  
Mary Elinore Smith, Assistant Editor

Ruth A. Bottomly, Director of Office

Mary A. Fette, Managing Editor, Publications  
Mildred M. Wharton, Extension Specialist

# Picture Quiz

WHICH ONE OF THESE PEOPLE  
GIVES THE RIGHT REASON  
FOR BUYING U.S. BONDS?

(ANSWER BELOW)



## 1. Plans for the future!

"Ten years from now, the money I'll get for my U.S. Bonds will help to send my kids to college, or buy our family a new home."



## 2. Rainy day!

"Maybe a rainy day's coming for me. Maybe it isn't. But I'm buying all the U.S. Bonds I can through my Payroll Savings Plan."



## 3. Easy to save!

"I'm putting my money into U.S. Bonds because it's the easiest way for me to save. So far, I've saved over \$500!"

## → The Answer

Every one of these people gives the "right" reason—because there's more than one right reason for buying U.S. Bonds.

Whichever way you buy them—through Payroll Savings or your local bank or post office—U.S. Bonds are the best investment you can make!

*National Parent-Teacher*

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